

# CHILDHOOD EDUCATION

APRIL, 1932

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The Rock Race by J. H. Dowd

Courtesy of the Schwartz Galleries

**E**ffort — Courage — Balance — Poise.  
Freedom of body and glory of Success!  
Competition without restricting supervision.  
School activities can offer the same challenge  
that nature presents in outdoor experiences.

# CHILDHOOD EDUCATION

*For the Advancement of Nursery—Kindergarten—Primary Education*

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Vol. VIII

APRIL, 1932

No. 8

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## Introducing the Kindergarten Child to the First Grade Teacher

H. D. RICHARDSON

Director of Research, Highland Park, Illinois

FOR the great majority of children, the kindergarten is the most significant single stage of all their educational experience. Its priority is its claim to greatness. Only a minority of children as yet receive the benefits of preschool or nursery school experience. It is through the kindergarten that the typical child makes his first contacts with the world-at-large outside his own home. It is here that he is first called upon to act and react on equal terms with his fellow-children. His first great need for wholesome social habits and attitudes is experienced. His individual powers of mind and body are tested and observed by his fellows. He must exhibit his whole personality and "make good" for the first time.

So new and significant is this initial adjustment period that it holds a unique place in the continuing dynamic sequence of his development. It is this kindergarten experience that, for the majority, affords the only means of transition from the sheltered nursery and home of his infancy to the realities of a ruthless world of people

and things. This world, with its vast accumulation of experience which must increasingly become a part of him, he must learn to know largely through books. This transition from a circumscribed world of direct experiencing in home and nursery to an indirect, vicarious experiencing by reacting to symbolized experience through reading books is one of the foremost problems of kindergarten and first grade education. It becomes a problem for the first grade teacher, for many children are sent on to first grade who have not developed or acquired a readiness to experience with symbols. Too many children fail to learn to read or learn to read poorly in the first grade because the kindergarten teacher, the first grade teacher, and the parent fail to see clearly this problem of transition from a world of direct experiencing to a world of symbolic experiencing. It took the race millions of years to acquire the means of indirect experiencing through written language and reading. It may not be "natural" for the child to acquire this experience by the end of the first seven

years of his life. The course is dimly illuminated and beset with difficulties, and progress is often painful and slow.

#### Criteria for Recorded Data

This transition from the sheltered life of the home via the kindergarten with its emphasis on direct experiencing and broad adjustment, to the first grade with its primary concern on reading (experiencing through symbols) is radical and profound. It is so vital that the whole personality of the child should, if possible, be kept clearly in the foreground. The whole personality, the child-whole, should make the transition, and finally be taught to read well. There is no other period of development upon which so much depends. Hence the importance of well guided practice, critical techniques, unbiased observations, and objective records. The careful recording of these early adjustments and a picture of the whole-child developing is the one means by which his further adjustment and development may be guided and appraised. A new type of kindergarten record is needed.

It is important that this data on the early development and adjustment of the child in the new and expanding environment of school life be recorded simply, concisely and conveniently. However, the report must not be so simple, concise, or convenient that it lacks comprehensiveness. It must give as complete a description as possible of the whole child, and be detailed and specific enough to show the diverse factors that make for integration or disintegration. To be comprehensive then, the report should present a cross section of the child's behavior at this early period. Simplicity demands that this comprehensive description be arranged in well defined, orderly categories of general behavior patterns, and that the general patterns be reduced to their specific components in order that fairly reliable objective ratings may be secured. Data of a factual and unchanging character should be arranged in a compact order and require little writ-

ing. A concise report is secured largely through specificity of items and objectivity of ratings. The report must be convenient to use, not too time consuming, readily accessible, easily filed, and easily handled.

#### Features of the Kindergarten Report

The Elm Place and Green Bay Road School Kindergarten Report,\* I believe, meets adequately these requirements of a good report. (See Plates I and II.) It is comprehensive in that it is a record of the development and adjustment of the whole child-physical, mental, social, and emotional. Further, certain factors are recognized as developmental, and hence, are rated several times. Other material is factual and permanent, and the rating scale<sup>1</sup> used in connection with this report shows the adjustment to date. The assembling of all the information on the report calls for little writing, and what is required is precise and highly objective. The rating scale<sup>1</sup> is objective and the results on the four parts are compactly arranged at the end of the report. The rating on each part is also placed in the appropriate section of the report with other factors of similar character. The report in mimeographed form covers two 8½ x 11 inch sheets, and is conveniently filed in a letter size folder together with test results, rating scales, and other case record data. If the report were printed, it could be reduced to a double 5 x 8 inch card to fit a standard file.

The report is significant in that it provides for three rather distinct kinds of data. The first is the factual or permanent. Examples of this kind of data are found under "General Physical Condition," and "Social Background." The second is the developmental. Examples are "Personal Hygiene," "Sensory-Motor Hab-

\*I am indebted to Miss Caroline Deile and Miss Irene Stark, Directors of the Elm Place and Green Bay Road School Kindergartens, for their assistance in developing the details of this report.

<sup>1</sup>Haggerty-Olson-Wickman Behavior Rating Schedules, published by World Book Company, Yonkers-on-Hudson, New York.

## PLATE I

## ELM PLACE AND GREEN ROAD KINDERGARTEN REPORT

Name ..... Date of Birth .....  
 Parent or Guardian .....  
 Home Address ..... Phone .....  
 Time Spent in Nursery School: Months ..... Weeks ..... Days .....  
 Entered Kindergarten: Date ..... Age: Years ..... Months .....  
 Total Number of Days in Kindergarten:

## DEVELOPMENTAL, APPRAISAL, AND FACTUAL DATA:

## PHYSICAL:

## General Physical Condition:

1. Age at which child learned to walk .....
2. Age at which child learned to talk .....
3. Age of teething: Milk: Lower incisors .....
4. Height: Date: Actual ..... Normal ..... Back molars ..... Difference .....  
Date: Actual ..... Normal ..... Difference .....  
Date: Actual ..... Normal ..... Difference .....  
Date: Actual ..... Normal ..... Difference .....  
Date: .....  
7. Hearing: Date: .....
8. Teeth: Date: .....
9. Contagious diseases: .....

	RATINGS			
	1st	2nd	3rd	4th
10. Posture:				
a. Sitting.....				
b. Standing.....				
c. Lying down.....				
11. Personal hygiene:				
a. Keeps hands away from face.....				
b. Covers mouth when sneezing or coughing.....				
c. Uses handkerchief.....				
d. Keeps hands clean.....				
e. Keeps face clean.....				
f. Keeps nails clean.....				
g. Uses tooth brush.....				
h. .....				
Motor Co-ordination and Control:				
1. Big muscle:				
a. Ability to skip.....				
b. Ability to hop.....				
c. Ability to bounce a ball.....				
d. Ability to use play apparatus.....				
e. .....				
Special Defect or Handicap:				
1. Left handedness .....				
2. Speech defect .....				
3. Mouth breathing .....				
4. Accident or injury .....				
5. .....				

Physical Behavior Rating: Haggerty Olson-Wickman Behavior Rating

Schedule: Date ..... Schedule B.: Division II: Score: ..... P. R. ....

Remarks: .....

Explanation of Ratings: W—means well developed; I—means showing improvement; N—means needing improvement.

If no mark appears after the trait, the trait has not been rated.

## PLATE II

## MENTAL:

Mental Test Results	Date:	C.A.	M.A.	I.Q.	P.R.
1. Van Alyne Pre-School Vocabulary Test:					
2. Detroit Kindergarten Test:					
3. Pintner-Cunningham Primary Test:					
4. Detroit First Grade Test:					
5. Kuhlmann-Anderson:					
6. Stanford-Binet:					
7. ....					

Sensory-Motor Habits and Skills:	1st	RATINGS	2nd	3rd	4th
1. Ability to build with blocks					
2. Ability to use crayons					
3. Ability to use paints					
4. Ability to use clay					
5. Ability to use scissors					
6. Ability to use hammer					
7. Ability to use saw					
8. ....					

## Creative Abilities

1. Ability to dramatize				
2. Ability to use language				
3. Ability to express in song				
4. Ability to express in rhythm				
5. Ability to express in graphic arts				
6. ....				

Mental Behavior Rating: Haggerty-Olson Wickman Behavior Rating Schedule: Date: \_\_\_\_\_  
 Schedule B; Division I: Score: \_\_\_\_\_ P. R. \_\_\_\_\_

Remarks: \_\_\_\_\_

## SOCIAL AND INDIVIDUAL:

Social Background:				
1. Nationality of Father:		Mother:		
2. Occupation of Father:		Mother:		
3. Home Language:				
4. Lives with Parents:		Guardian:		
5. Family: Brothers: Older..... Younger: .....		Younger: .....	Sisters: Older: .....	
Younger: .....	Other Relatives: .....			
6. Playmates: .....				
7. Neighborhood: .....				
8. ....				

Social Behavior Rating: Haggerty-Olson-Wickman Behavior Rating Schedule: Date: \_\_\_\_\_  
 Schedule B: Division III. Score: \_\_\_\_\_ P. R. \_\_\_\_\_

Emotional Behavior Rating: Haggerty-Olson-Wickman Behavior Rating Schedule: Date: \_\_\_\_\_  
 Schedule B; Division IV. Score: \_\_\_\_\_ P. R. \_\_\_\_\_

Summary of Behavior Ratings: Haggerty-Olson,Wickman Behavior Rating Schedule: Date: \_\_\_\_\_  
 Examiner: \_\_\_\_\_

Schedule A: Behavior Problem Record: Total Score: \_\_\_\_\_ P.R. \_\_\_\_\_

Schedule B: Behavior Rating Scale: \_\_\_\_\_

Remarks: \_\_\_\_\_

Division I. Mental	Score: .....	P.R. ....
Division II. Physical	Score: .....	P.R. ....
Division III. Social	Score: .....	P.R. ....
Division IV. Emotional	Score: .....	P.R. ....
Total Score: .....		P.R. ....

P.R.  
4th

its and Skills," and "Creative Abilities." These are rated as "well developed, showing improvement, or needing improvement." Space is provided for four ratings on these items. The third kind of data is likewise developmental in character, but qualitatively different. I shall call it "appraisal data." It constitutes the material of the behavior rating scale, a summary of which is included in this report. This rating scale makes possible a rather detailed appraisal of the child's present behavior patterns.

#### Purposes Served by this Report

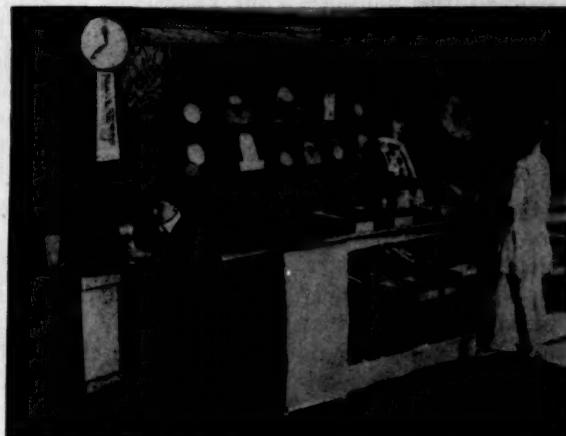
The assembling and recording of the data of this report may be of value in at least three respects. It may be of considerable value to the kindergarten teacher since it requires the gathering of information pertinent to a better understanding of the child, and provides a source for future reference and continuous appraisal of adjustment and development. Its service in the critical appraisal of kindergarten methods and practices may prove significant.

Secondly, it is hoped that a record such as this will prove of considerable value to the first grade teacher since it will soon give her a rather detailed description of each child, and will thus enable her to as-

make early provision for special needs. It should make possible a better understanding of the child from the beginning of his first grade experience. It should be of some aid in approaching and solving the usual problems that occur during this transition period, and it is suggestive of a similar type of record of the child's continued development during his stay in first grade.

Finally it would seem that if information of this kind is of value in behavior clinics in the diagnosis of maladjustment and the prescription of remedial measures, it might be of considerable value in the prevention and amelioration of behavior disorders through early detection of symptoms, exciting causes, and behavior trends that eventually result in serious disorders.

How valid are these claims remains to be seen. It is hoped that this kind of report will be more than a mere record. It is hoped that it will actually function as a device for a more reliable and valid appraisal, a clearer understanding, and a more sympathetic guidance of early child adjustment; that it will serve as a sort of psychological compass that will more clearly point the direction over uncharted seas upon which the child mariner must adventure, and enable him with his teacher captain to better chart the course.



*First Grade, Raymond School, Washington, D. C.*

The children made a clock store, then turned it into a jewelry store, selling the articles in the case.

# The Mistake of Child Controlled Schools and Homes

FLORENCE E. BAMBERGER

Professor of Education, The Johns Hopkins University, Baltimore, Maryland

"**A**s research into child life and behavior goes on, we are constantly reorganizing our ideas and modifying our treatment of children. We have learned much about physical growth and development, and feel that we can proceed fairly safely in that phase of our children's training. Our knowledge of the intricacies of mental and emotional growth lags behind, but we have gained some information which should be of value to us in fostering culture and personality. What are some of the needs of childhood that we can supply through books? There are so many that perhaps we may narrow our discussion to three or four possibilities that will help us in the selection of materials and in the cultivation of taste.

"In the first place, let us be sure that we are bent on satisfying the child's desires, not our own. Let us try not to be one-sided, prejudiced or narrowed by our own likings or experience. Here our depressing anxiety to make the child into an image of ourselves may come in the way of our helping him to develop all sides and possibilities of his own nature. Because we did not read the *Peterkin papers* until a period when we scorned the nonsense that we would have revelled in at an earlier age is a poor reason for entirely neglecting to put it in the way of a slapstick-loving child. Because we read fairy stories galore, we need not provide only this type of thing for our boy or girl at an age corresponding to the one at which we enjoyed them. How do you know that we would not have developed broader tastes, and had our curiosity sharpened, if only we had been introduced to many other kinds of material, which we still continue to ignore in directing our children's reading?

"One of the child's deep-seated desires

which we can in part fulfill through reading is the need for new experience, for fresh stimulation, for thrill, change, adventure. When we stop to think of it, the modern city child while living in a world keyed up to a high pitch of intensity, hurry and complication, has not the means of satisfying his young, primitive, natural desires to any great extent. Woods to roam in, trees to climb, brooks to wade in, animals to romp with—too often these are known, if at all, for only for a few short days in the summer. Otherwise the child's activities are limited to drab pavements, or at best a barren vacant lot. Small wonder the boy seizes a chance to be, by proxy, "With the Indians in the Rockies" or the girl relives the adventures of "The Bastable Children." To enjoy the thrill of looking down the amazing vista into the early days of man, with VanLoon, or to ride with Nils on the back of the goose in north Sweden, takes him out of the humdrum, and at the same time gives life more meaning for the thoughtful child.

"Of course we do not want children merely to read about doing things and going places. One of the ways in which our knowledge of children's books should be increased, so as to help us to plan for their needs is in the field of subjects and material that will stimulate to creative effort. Here again, the advantage of real acquaintance with the developmental periods and phases of the child's life comes in. We must know when to bring in a book on the making of marionettes, or when to have at hand simple reading that will open the fascinating lore of geology to the child. No matter how much we may hope the child will love music, we do not offer him the lives of composers until he has been pleasantly and casually introduced to the delights of biography."

Through what channel of interest may we develop the reading tastes? We must build on the basis of the child's interests. A deep craving of childhood has to do with activities, mental and physical.

Probably no school subject has as many opportunities for making an activity as generally appealing and satisfying as has reading. Even in teaching beginners to read, teachers have a readiness with which to start, a mind set towards reading in almost all instances, generated at home by seeing parents, or older children engaged in getting pleasure or securing desired information from books or newspapers. In fact for most pupils entering the first grade, the "sum all and be all" of going to school is learning to read, and receiving a book to carry home to show adults of the home world, how fast they are learning the fascinating and intriguing accomplishment—reading.

As early as 1898 there have been investigations as to when, what and how pupils should be induced into this important social skill, reading books. All persons will agree, from a sociological point of view, that reading is important because it enables the race to transmit its acquired experience in an easily accessible form. The reading investigations have been very influential in directing school procedures as to methods of teaching reading and of selecting literary materials for children at various levels to read independently and under class instruction. Children when given an opportunity to register what they desire to read, state quite definitely their preferences. Some of the most influential studies affecting selections of material for reading are as follows:

*Dunn*, investigating reading interests in the first three grades, found children preferred prose to poetry. Informational material was as acceptable as fiction provided it possessed those qualities desired by children in fiction; namely, "surprise, plot,

narrativeness, liveliness, conversation, animalness, and moralness."

*Campbell*, making a study of children's choies in a favorable library situation, discovered that fiction, biography, and fairy tales were the types of books which children liked most to read. About 37 per cent of the children, regardless of intelligence rating, read biography. Sixty per cent of the children read fairy tales. An outstanding fact disclosed was that 58 per cent of the children of brightest intelligence of the seventh grade and above read fairy tales. This same group showed in equally outstanding record among the readers of biography.

*Jordan* made a study of reading interests of children from ages nine to eighteen, and found boys like adventure stories; girls, fiction. Interest in fiction increases rapidly from nine to eighteen years of age in the case of both boys and girls. The sexes are alike "in their failure to choose to any large extent books on science, information, travel, biography, history, and magazines of humor and nature." He also confirmed Dunn's findings in regard to distaste for poetry being fairly general.

*Uhl* undertook an investigation to find the best selections among those appearing in school readers; what qualities the desirable and undesirable selections possess and finally the proper placement of selections in school curriculum. His study found less dislike for poetry than either Dunn or Jordan. Uhl found the desirable qualities to be in order of preference—dramatic action, adventure and heroism, interesting action, humor, fairy and supernatural elements, interesting characters, interesting problems of characterization, kindness and faithfulness, animals and personification, and dramatization.

*Washburn and Vogel* in 1926 through the cooperation of some eight hundred teachers investigated the reading activities of 36,750 children scattered through

<sup>1</sup>Faegre, Marion — "Understanding Our Children." Children's Library Yearbook, No. 3, 1931. American Library Association, Chicago.

thirty-four cities in various parts of the United States to find out "what books are read and liked by these children." They knew the age and reading ability of each child tested, and they also knew how well they liked each book read and had a faint indication as to what they liked in the preferred books. They then put out a book list of what included "books which we know children are reading and for the most part enjoying. Since several books that were classified as of unusual literary merit by some experts were classified as too trashy to be included in our list by other experts, there undoubtedly are books on this list which will be disapproved by some people.

*Terman and Lima* produced an experimental study of the qualitative and quantitative aspect of children's reading with special reference to individual differences caused by age, sex, intelligence and special interests. They investigated the reading interests of about two thousand children, obtaining data from three sources—the home, the school, the children themselves. When the results from the investigation were statistically treated it yielded an extensive list of books suitable for children. Among the interesting conclusions the writers state in the preface the following: "We might almost say that our list is not so much a list of what children do read, as it is a list of worth while books that children would read if they were given the opportunity to do so."

*Huber and Brunner and Curry* carried on a study of children's interests in poetry over a period of two years in order to determine poems which are now generally considered most appropriate for children of the various grades. Many poems were listed, grade for grade, "in the light of the definite interests indicated by the choice of the children."

Other studies, such as *Macintosh's "Study of Children's Choices in Poetry,"* have appeared in the Elementary English

Review, an excellent source for reports on research and teaching techniques.

*Broening* selected materials of intrinsic literary merit and within the emotional maturity of children and secured objective evidence that their growth in literary appreciation was not in conflict with their interests.

*Bamberger*, using the technique of free choices, analyzed what in the physical make-up of the book appealed to primary children. From this study she evolved a score card which librarians and teachers have found of use.

From these experimental studies many teachers and curriculum makers have collected poems and other literary materials that pupils like or are "interested" in, disdaining to use materials that experts in the field of English recognize as being rare gems of thought and expression, because the children do not mention them when asked to record their preference or record unfavorable attitudes toward them when they do list them.

In all important social situations we do not yield exclusively to children's innate or acquired tastes. With regard to their physical diet, we exercise an enormous amount of care to educate them to eat the things that are good for them, not merely the things that they like. An interesting investigation of what children preferred to buy daily for their school lunches when left to their own impulses revealed that doughnuts and pickles received the median amount of preferences as indicated by actual sales. Teachers, cafeteria-workers, parents, all took a share in converting appetites from these dainties to milk, fruit, and green vegetables, and they kept at this educative process until habits of eating correctly-balanced luncheon diets were established.

No one who read of this campaign shouted that children were wrongfully coerced, deprived of their initiative, and the like. There was too much at stake,

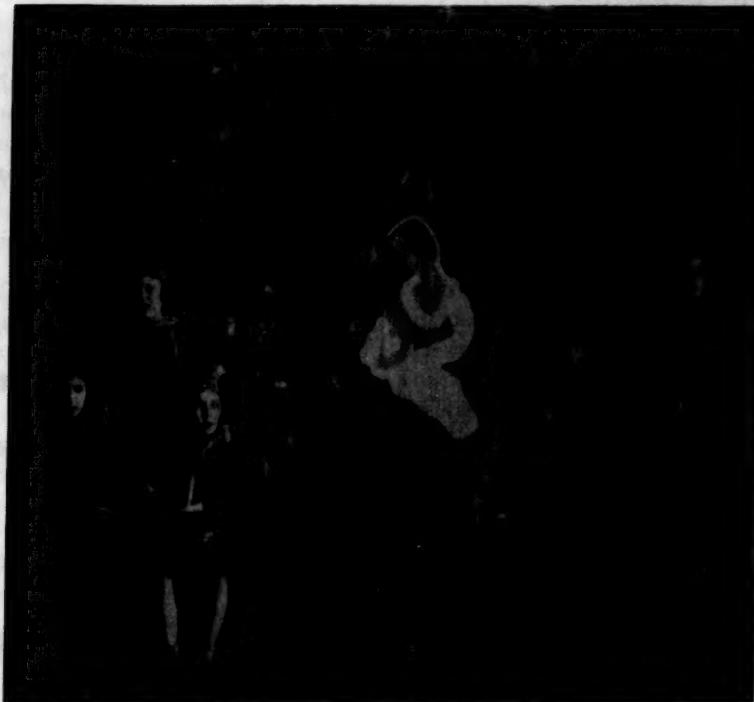
the physical well-being of immaturity demanded that mature, trained judgment be relied upon to direct children's interests and taste in food selection.

The same mature judgment checks children's spontaneous interests to run across thickly-trafficed streets, to play in crowded thoroughfares, and the like, in behalf of their physical safety.

All educators know that an interested, alert teacher with a genuine knowledge of both her pupils' interests and needs, and the subject matter to be taught, can and does arouse a genuine and lasting interest in her pupils. Genuine interest is something greater than mere pleasure or passing whim. It is characterized by that cogent feeling drawing the individual to the thing which is of value to his growing self. It is, therefore, important for

teachers to start with reading interests of children as revealed by such studies as quoted above, and from these findings to lead them to desire, to enjoy, to understand and finally to have a habit of reading those fine things that are part of their social heritage. Those selections that, according to Terman, children "would read if they were given the opportunity to do so."

In the light of these studies we should endeavor not to have the children in control of the reading selections by pandering to their limited or unformed tastes, but, by using all the skill at our disposal, have them like to read (genuinely like) and be interested in continuing to read as a life habit, those things we think they ought to read in order to inherit the good things of their literary heritage.



*6B Grade, Takoma School, Washington, D. C.*

The children made appropriate settings and entertained the school with all types of Christmas songs.

# Some Creative Work in Rural First Grades

MATILDA O. MICHAELS

Supervisor, Durham County Schools, Durham, North Carolina

A FEW years ago the rural schools of Durham County were indeed barren places where children spent dreary hours attempting to master the fundamentals of the three r's. If you had visited any of these schools you would have found the same humdrum type of existence beginning at nine and dragging on until four o'clock. Little children sat still throughout the day, moving from their seats only when called to the recitation bench. Joy in creative work and purposeful activity were not part of this curriculum—even memorization of uninteresting facts was stifled by the deadly dullness of the school environment; but such conditions in the rural schools have changed for the better. With the development of the consolidated schools in North Carolina, larger social groups have been possible, better prepared teachers have been placed and retained in the schools, and best of all an activity program has been successfully launched.

Training the teacher in service for an activity program and developing the proper attitude on the part of the communities for such a program has been a most important work. Training the teacher has been accomplished by selecting a key teacher in a given school. The supervisor has worked until a creditable degree of success in unit work has been secured. Then teachers from other schools have been brought into a classroom to see a unit in process. Later follow up work in unit studies with the visiting teacher has been carried on until the visiting teachers have found themselves able to do this type of work. In this way the key teacher has been the "leaven" for an activity program. The rural patron too has had to be educated that the work might go on.

The parents, through visiting days, have been invited in to see this type of work and be converted. Publicity has been given to schools doing this unit work, and their high standards in attainment have been stressed. In addition, the satisfaction and progress of individual pupils in this type of work has completely won skeptical patrons.

Will you take an imaginary peep into first grades and see some phases of the work in social studies which visiting teachers have seen? Here is a group of timid six year olds, each of whom is living on a farm and who for the first time is with thirty-five other strange children. How to keep home-sickness from overcoming these newcomers is a big problem for the teacher, but she is master of the situation. Around the blackboards are pictures of farm life; on the table are picture books with farm animals; a few tools are in the room; old lumber left on the school yard has been brought in by the enterprising teacher; and the teacher is there ready to tell the stories of "The Three Pigs," "The Old Woman and Her Pig," "In the Barnyard," or to play "Farmer in the Dell" or "Rabbit in the Hollow." The little folks respond and are ready to relate their experiences with their pigs or their duties on the farm. By such a setting, an interesting farm unit is launched.

If you came into the room a few weeks later you would see groups of happy children, and you would hear the hum of industry. Here is a group of young carpenters busily engaged in building a barn from that old scrap lumber. The barn is a large one, which has a real hay loft, and the small boys can climb into it and throw down hay for the cows and horses.

In another section of the room are more amateur carpenters busily engaged in working upon furniture for the farm house. Mrs. Farmer must have a kitchen, a bedroom, and a living room too. Then groups of little girls are sewing with a nonchalant air upon the bed linen, covering, and other household furnishings. What fun it will be to have a quilting party with visitors and the refreshments which have been cooked in the farmer's kitchen!

This work period is followed by a conference period when a check is made upon the difficulties arising in the work. The artisans have had trouble in getting the furniture to rest level on the floor. So a lesson in measurement is undertaken with profit to all. The charts based upon the activity are read, and an additional one planned by the group. Eventually these charts are made into a book, "Our Farm." In the writing lesson the invitation for the quilting party is planned and practiced. Thus the work continues with many enterprises through a large part of the year.

The question may arise as to the worth of this type of working. Are the children learning as much as they would by a more formal method of teaching? Will you check on the various experiences listed below?

#### Experiences in the Farm Unit

##### 1. Reading Experience.

Phrases have been printed and placed under pictures of farm animals and farm experiences as "the brown cow," "the white sheep," or "the happy worker." Large charts setting forth their plans and experiences in making and living the life of the farm family have been composed by the group and printed. "A Farm Book" of stories of real farm life has been made and illus-

trated. The group has searched for books related to farm life and has read and enjoyed stories from Tippett, The Singing Farmer; Withers, Child World Primer; Grover, Overall Boys; Free and Treadwell Primer; Zirbes, Story of Pets; Stories from Bolenius Primer; Geeks, Withers and Skinner, Playfellows; and Reed, Grandfather's Farm.

##### 2. Language Experience.

There were many interesting discussions regarding the farm yard and farmer's home in the conference periods. Each day in dramatic play the children played farmer and re-lived the daily life of the farmer and his family. The children enjoyed telling the stories of "The Three Pigs," "The Old Woman and Her Pig," "The Pig Brother," "Chicken Little," "The Boy and the Goat," "Alice and Her Mother," and "Ned Visits Grandmother." They also became familiar with such rhymes as "Little Bo-Peep," "Baa Baa Black Sheep," and "Goosey, Goosey, Gander," and have enjoyed saying, singing or playing them. Motive was given to writing by feeling a need to write menus to be used in the farmer's kitchen or when writing invitations to the quilting party. While the unit was in progress games which relate to farm life were used as "The Farmer in the Dell," "Oats, Peas and Barley Grow," and "The Rabbit in the Hollow." Story plays about farm life were also made.

##### 3. Industrial Arts Experience.

In reproducing farm life the barn, barnyard, farm animals and furniture for three rooms, kitchen, bedroom and living room were constructed. The proper color for painting the barn and furniture, how to mix the paint, how to use the paint

brush, and how to sew on the household furnishings were successfully handled by the group.

#### 4. Arithmetic Experience.

There were many occasions for use of counting, for measuring in construction of the farm, for measuring the household furnishings, for use of pints and quarts in cooking. Numbers were used in calculating the amount and cost of materials needed.

#### 5. Health Experience.

The health work which grew out of this unit was of the highest type. What an incentive to come to school clean if there is a possibility that you may be selected to be the cook! Scrupulous cleanliness must be observed in preparing the foods cooked in the kitchen and only the right foods eaten by the "farmerettes." Then the barnyard and all of the farmer's home must be kept clean. As the work progressed, the group evolved and set up health habits which they tried faithfully to carry out.

#### 6. Geography Experience.

Through the cooking of foods a study of foods raised on the farm was made. A study of cotton was motivated by pupils bringing in un-ginned cotton for stuffing the mattress.

#### 7. Fine Arts and Picture Study.

Standards for making an artistic book were worked out. Pictures to illustrate the stories were drawn and backs for designs for books were made. Pictures of farm life as Millet: Feeding the Birds, Woman Churning, and Feeding the Hens were enjoyed by the class.

#### 8. Music.

As many songs as could be found about farm life were learned as "Mary, Molly and I," "Bossy Cow," "Mother Hen," "My Billy," etc. These songs furnished an excellent background for creative work in music. One of their original songs which they also set to music is given below:

Mister Pig-i-wig

Mister Pig-i-wig is a funny little pig,



In the kitchen of the farmer's home there were many occasions to count, when measuring pints and quarts in cooking and in calculating the amount and cost of materials needed.

As fat as he can be  
 He has a curl on the end of his tail,  
 And all he can say is, "Wee, wee, wee."

In checking upon work of this type, the pupils are found better prepared in subject matter than those taught in a formal room. The pupils working on the farm units are alive because they are interpreting their own environment. What joy they experience in making their own reading lessons! What a difference in readiness to read about their own farm and farm life to stilted performance of trying to read about an unheard "Father Bear," or an unknown "Little Red Hen!" Then when the primer stage is reached, how eagerly they search for stories with similar experiences to their own. These pupils have also developed into willing talkers. No longer is it necessary for a teacher to ask a question and insist that it be answered in a complete sentence. Since they have a dynamic interest they bubble and effervesce with their loosened tongues.

When the governor of North Carolina began a "Live at Home" campaign another first grade took up his challenge. To have a garden and grow real vegetables became of supreme importance to this group.

#### Development of Activity

In the spring of the year such stories as "Bruno," "Garden Time," "Planting the Garden," found in "Out and Playing," Gage, were read by the grade. The class decided to select a suitable place on the school grounds for their garden and to ask the janitor to help in plowing the spot. Many seeds were brought by pupils from home; others were bought from money obtained by selling hot soup during the winter months.

#### Types of Experience

##### 1. Arithmetic.

As the garden progressed, a need

for measurement in staking off the plot of ground for rows and getting the right distance between the rows was felt. The amount of water used each day in watering the plants was computed. When school closed the tomato, cabbage, and lettuce plants had to be counted and divided among the children to be carried to their own gardens. The saving to the families by growing their own plants was computed. Number stories about the garden were made and saved.

##### 2. Reading Experience.

The following stories were used to lend interest to the project:

- a. The Living Alarm Clock—Child's World.
- b. The Turnip—Everyday Classics I.
- c. The Helper Family—Story a Day I.
- d. Bunny in the Garden—F. U. N. Book.
- e. The Little Old Woman and Mrs. Rabbit—Silent Reader I.
- f. The Three Pumpkins and the Farmer Boys—Under the Story Tree.
- g. Bruno, Garden Time, The Farmer and Planting Gardens. Found in Out and Playing—Nature Stories I.

A large book of wall charts containing stories about the garden was constructed.

A "garden book" of stories and pictures on the different phases of the work was made.

All the poems about gardens, planting and spring which could be found were read.

##### 3. Art and Handwork.

- a. Pictures were drawn to illustrate their garden books.

- b. Pictures of flowers and vegetables from catalogues were cut out.
- 4. Spelling and Writing.**

There were daily opportunities for spelling and writing in the letters, stories, and labeling written by children concerning the garden. An example of letter writing is given.

Dear Evelyn.

Come back soon. The garden is growing fast.

Your friends,  
The First Grade.

was converted into pleasure. The proof of this statement may be seen in that practically every child developed a garden plot at home.

A survey of the activity work of rural first grades reveals that the rural child too is intensely interested in airplanes. In an advanced first grade a large airplane was being built at the same time a city of Durham was rising on the floor. Upon analyzing this unit, the initial interest was found to have been aroused by the passage of an airplane over the school on its way to a landing field on the outskirts of the city.



A large airplane was built in an advanced first grade in which imaginary trips were taken over the city of Durham.

In checking on outcomes in skills, habits, and attitudes, it was found the pupils developed skill in using garden tools, in distinguishing plants from weeds, in sowing seeds in straight rows, and in watering and weeding plants. Habits in carefulness, consideration for other children's plants, politeness in waiting responsibility in tending the garden was developed. In attitudes, the usual drudgery connected with truck farming

In this plane, imaginary trips were taken over the city of Durham and the city rose on the floor as a result.

#### Types of Experiences

##### 1. Industrial Arts Experience.

Important buildings of the city were made as hospitals, hotels, churches, firehouses, banks, garages, postoffices, factories, department

stores, apartment houses, a movie, methods of transportation within the city, and instruments for a toy orchestra.

#### 2. Language Experience.

Children held debates as to which stores or buildings should be included in their city. Short talks about "What I Saw in Durham" were given. Such dramatic play as children rushing fire engines to scene of imaginary fire, playing iceman or hauling produce to and from the city in trucks was employed. Charts of the activity and a book on the city were written. Letters were written and mailed in the city postoffice. Signs for streets and stores were printed. On the moving picture machine, scenes from Little Red Rid-

#### 3. Arithmetic Experience.

Real arithmetic situations were created in buying and selling in the stores, in buying stamps from the postoffice and in paying admission to the "movie." As ability to measure was needed in construction of all the buildings, skill in this phase of arithmetic was easily developed.

#### 4. Reading Experience.

Reading charts were made about this activity. The advertisements in the papers which were printed in large print were read to help in sales in the stores. The social science series of readers by Reed—An Airplane Ride, An Engine Story, Jip and the Fireman, Mary and the Policeman, Mr. Brown's Grocery Store—Tippett, Busy Carpenters were enjoyed by the class. Stories about



Pupils, hidden behind the screen, gave a real talkie from the classic Little Red Riding Hood while the orchestra helped to make it a real "movie."

ing Hood were placed, and when pupils were hidden behind the screen a real talkie from this child's classic was given. The toy orchestra too helped make it a real "movie" theatre.

city life were also found in Silent I, Bolenius I, Story a Day and Child Story I.

#### 5. Music Experience.

The toy orchestra was used to

help interpret musical selections rendered at the moving and talking picture of Little Red Riding Hood.

From this unit very definite attitudes toward city life were developed. The pupils, on their trips to the city, became most friendly with the city. It became their city through realization that their own farms were contributing to the tobacco factories, cotton mills, and flour mills. Their farms were furnishing food-stuffs found in the grocery stores. The rural postman too was the connecting link between the city postoffice and the rural mail box. Appreciation of the services rendered by such institutions as the banks, hospitals, hotels, and firehouses was deepened. Definite habits of orderliness and cleanliness in building and maintaining a city were fostered, and the habit of keen observation was strengthened on their observation visits to the city.

In comparing first grades, which are

practicing progressive ideas of education with the formal type, a striking difference is noted between the pupils. Where freedom is enjoyed and something interesting is in the process of construction, the pupil has become alert and active. He is not satisfied to sit still in a seat all day, but he must be ever busy because of some dynamic interest. His ideas of conduct have changed. He is every busy, but he must consider rights of others. His enthusiasm and interests lead him to explore and make valuable contributions to his group. He grows in his ability to belong to a group, to plan, to criticize and take criticism. The change in his emotional life affects his mental life. Readiness for subject matter is developed and a check on the three r's reveals that he has learned more and faster than in the formal school. The divine spark of ambition has been nurtured in this creative work and the road to learning has been made royal through interest, joy, and freedom.



1B Grade, Petworth School, Washington, D. C.

Building the station grew out of the children's study of transportation.

# The Ability of Nursery School Children to Recognize Names\*

ADELIA BOYNTON

Co-Director of the Nursery School, National Child Research Center, Washington, D. C.

NURSERY schools generally use pictures for the children to identify their belongings. Pictures of a butterfly, a rabbit or a flower are attached to beds, lockers, and chairs, in order that the children may learn to be independent in recognizing their property. Peter says, "I've found the rabbit on my chair," or Susan finds the butterfly on her comb. The effort for the children to identify their belongings stimulates their interest and helps them to be more independent of adults.

Because children as young as 2 or 3 learn to identify their belongings readily through pictures it was thought that the printed names could be substituted for pictures of animals and objects commonly used. Children might learn to find their property almost as readily. In addition they might learn that printed words not only identify objects but convey other meanings. It was also thought that the learning to identify their belongings through printed words might satisfy a possible interest in reading and lead on to later skills.

With these possibilities in mind, a name recognition study was carried on. One morning, during a group conversation period, 20 four-year-old children were shown a tag with a child's name printed on it in capital letters three-fourths of an inch high and small letters one-half inch high. After an informal discussion, which brought out such comments as, "It's a tag, tag, tag . . ." "Whose tag is it?" "Is that my name? I see a 'P' in it," the children were told that the tag belonged to Alice, and that everyone had a tag with his name on his lunch chair. They were then told to "Go in and find your tag."

These tags had been tacked under the pictures of the objects which the children had been using to identify their belongings.

During the next three days the children were urged to find their tags on their chairs at lunch time. They were of course aided by the association between their pictures and the tags. On the fourth day the teachers tacked the tags over the pictures, hiding them from view. This change caused some confusion at first but the children soon found other cues and associations to help them learn their names.

From time to time during the following three weeks the teacher stimulated the children's interest in their names by means of "flash" cards. This took the form of a game, the teacher holding up the tag before the group and waiting for the response, "that's mine," to come from the owner. That child was then allowed to go into the lunch room and find his chair. Competition was keen! It was a great delight for Tommy to find he could recognize his name and associate it with his tag on the chair.

For the following 32 days records were kept of the ways in which the children responded to this presentation of the printed symbol.

As the children came into the lunch room from an adjoining playroom, the teacher kept individual records of the ability of each child to find his tag, and to recognize it as his own. All comments made by the children during the search were also recorded.

The accompanying table summarizes the

\*This study was directed at the National Child Research Center by Dr. J. Allan Hicks.

results of the study. In the group of 20 children there were 9 boys and 11 girls, with an average age of 3 years, 11 months. The youngest child was 3 years, 5 months of age and the oldest 4 years and 10 months. The average intelligence quotient was 128, the lowest, 108, and the highest, 147. Although they were on the average about 4 years of age chronologically, they were approximately 5 years of age mentally. Thus these findings probably would not hold for an average group.

The next to last column in the table gives the number of practices each child required to learn to recognize his name.

tinuing the search. The practice was stopped before destructive discouragement occurred and the child was shown his own chair. Success occurred when a child found his chair 4 days in succession. He was then considered to have learned his name. As shown by the table, 8 children found their chairs on their initial effort. For the rest of the children the number of practices varied from 1 to 9.

Apparently the difference in the number of required practices is not due to any difference in intelligence but probably to the irregularity of practice resulting from absences from the nursery school. One

RECORD OF CHILDREN'S SEX, AGES, INTELLIGENCE QUOTIENTS, DAYS ATTENDANCE DURING THE 32 DAYS OF THE EXPERIMENT, AND NUMBER OF PRACTICES REQUIRED FOR LEARNING

Child	Sex	Age Years	Age Months	I. Q.	Number of Practices Required	No. of days present during practice experiment
1	M	3	6	133	0	21
2	F	4	5	126	0	8
3	M	3	10	145	0	29
4	F	4	10	120	0	18
5	F	4	0	131	0	20
6	M	3	11	108	0	24
7	M	4	3	121	0	14
8	F	4	1	133	0	25
9	M	3	8	140	1	21
10	F	3	8	147	1	22
11	F	3	11	138	2	16
12	F	3	11	138	2	25
13	M	3	5	124	2	8
14	F	4	0	112	5	29
15	M	3	10	108	6	22
16	F	4	3	136	6	22
17	M	3	7	126	7	24
18	M	3	10	118	7	15
19	F	3	7	140	9	26
20	F	3	10	115	Not Learned	8
Ave.		3	11	128		
S. D.			± 4	± 12		

Practices recurred until a child found his chair. "Practice" was taken to mean a child's search for his chair until he either succeeded or expressed disinterest in con-

tinuing the search. The practice was stopped before destructive discouragement occurred and the child was shown his own chair. Success occurred when a child found his chair 4 days in succession. He was then considered to have learned his name. As shown by the table, 8 children found their chairs on their initial effort. For the rest of the children the number of practices varied from 1 to 9.

temperament. She expressed little enthusiasm for any of the school activities and none for the game of name recognition.

The children showed a great deal of interest in the printed symbols. From the first time the children saw their tags they began to break up their names into letters, and to comment on familiar letters. Many of them used the first letter association method. Some said, "Here's an H, this is mine," and "If it has an A, I'm coming to sit there."

One little boy, whose first and last name began with the letter "B," remarked, "I find two B's, then I get in." One day he was confronted with the fact that there were two other children whose names also began with B, and he found that his association method would not work. He had difficulty with his recognition for a few days, but soon

built up other associations to take the place of the original one. There were others who recognized the differences in the length of names and remarks, "Here's a short one—mine is a long one."

Even after some children had mastered the recognition of their own names, their active interest did not lag. They set about to learn other names and often wished to show a playmate where his tag was.

Three months later a check was made on the children's ability to recognize their names in an entirely new situation. Name tags, similar to the ones used on the chairs, were placed at intervals around a

play room in the garage, which adjoins the nursery school. An informal game stimulated the children's interest. They sat on the grass outside of the garage, and the teacher chose one child at a time to go into the playroom, look around carefully, and find his tag. When he had found it

he came out to the group where the teacher gave him a "surprise" out of a green basket. These "surprises" were toy trucks which the children needed in making a speedway and garage out of floor blocks. Out of the 19 children who played this "game," 17 recognized their names easily, and 2 had difficulty in choosing their names from the rest.

This indicated that the experiment could be extended to include exposure to names of objects familiar to the children. Toys, paper, crayons, clay, beds, and many other ar-

ticles could be marked with names for the children to learn to identify. A shelf with a word "block" tacked on it, or a basket with the word "beads," would stimulate the children's joy and interest in putting toys away as well as give them practice in learning the names of objects.

It may be concluded from this study that it is a relatively easy and worthwhile task for a group of 4 year old children of superior mental ability, to learn to recognize their printed names in given situations, and that these informal experiences arouse and stimulate the child's interest in the use of the printed symbol.



The children showed a great deal of interest in the printed symbols. The first time they saw their tags, they began to break up their names into letters.

# A Drug Store Unit

HELEN M. WATERS

Kindergarten Supervisor, Iowa State Teachers' College, Cedar Falls, Iowa

SINCE the beginning of the year there had been a growing interest in stores among the children in the College Elementary School Kindergarten. From the first few stores crudely built of the large floor blocks, there had developed in February a larger, more complete project which the children called a "Valentine Store." For a week or more preceding Valentine's Day the children had been busy making valentines to buy and sell in their store. Following this eventful day the group was confronted with the problem of what to do with the store building which was now quite bare. One child suggested that it be made into a book store like the one visited a few weeks before when taking an excursion to see valentines. However, this idea and several others that were presented aroused but little enthusiasm. It was not until someone said, "Why don't we make our Valentine Store into B-'s Drug Store?" that the entire group whole-heartedly accepted the suggestion.

B-'s Drug Store is a large modern store located directly across the street from the college campus. It was not surprising that these children were interested in this particular store because it is an integral part of the community life on College Hill. College students and faculty members buy everything from the usual drug store articles to text books, portable vietrolas, and golf clubs at B-'s Drug Store. This is the store where children often go with mothers to buy toilet soap, tooth brushes, baby food, and first aid articles.

## VALUE OF THIS UNIT

The teacher, who had been observing this growing interest, was eager to encourage any suggestion that might lead to

the launching of a store similar to B-'s Drug Store. She realized that such a unit would be an excellent means by which to develop those habits, skills, knowledges, and appreciations that would contribute toward good health, the best use of leisure time, and a realization of the interdependence and responsibilities of the members in the community. Like many store projects, this seemed to be a valuable one for stimulating an interest and a felt need for some of the tool subjects that these children would soon be having in the first grade.

## AN EXCURSION IS TAKEN

As soon as the children began talking about how to make the drug store, so many problems arose that Miss Detlie, the teacher, suggested an excursion to B-'s Drug Store in order to clarify their ideas.

The teacher several weeks earlier had asked the proprietor of the drug store if she might bring the kindergarten children to visit so that he was not surprised when twenty enthusiastic five year olds entered his store. The children were taken to the various departments including the stationery, the magazine, the text book, and to the counter where portable vietrolas were sold. Before leaving the store the children were invited to visit the lunch counter where they saw the large electric refrigerators, the clean white cupboards, the dishes, the menus, and the posters advertising foods.

## PLANS ARE MADE

As soon as the group returned to the kindergarten room every child wanted to begin making plans. But since most of the afternoon had been spent in taking the excursion, the initial steps in planning had to be left until the next afternoon when

most of the children arrived early, eager to begin work on the store.

Four initial problems presented themselves:

Changing this building to make it more nearly resemble B—'s Drug Store

Deciding what departments to have in the store

Selecting a chairman to take charge of the work in each department

Choosing a department in which to work.

The children soon agreed upon how the building should be changed to more nearly resemble the real store. The actual carrying out of these plans, however, was not so quickly accomplished because the building committee soon found that there were not enough blocks for making so large a structure. The teacher, having anticipated this difficulty, had placed in one corner of the room some orange crates recently used by the Junior Kindergarten. One resourceful boy suggested that these orange crates be used for the store. Another boy offered to bring boxes from his father's fruit store; so the building was finally made of boxes instead of blocks.

Of the three other problems presented at this time, the one of selecting department or committee chairmen probably caused the most controversy since almost every child wanted to be a chairman. Gradually the children developed standards based on knowledge, habits, and skills for selecting chairmen. As Frances said after much thinking about a chairman for the Victrola Committee, "Russell should be the chairman of the Victrola Committee because he is such a good singer and doesn't waste any time."

#### THE PREVIEW PLAN

Not only had the children been busy making plans but so had the teacher. As soon as it was evident that this unit was to be of intrinsic interest the teacher made a preview plan of the experiences and activities that might be developed in order to bring the greatest possible

growth in terms of habits, skills, knowledges, attitudes, and appreciations. Such a plan gave the teacher a basis of recognizing important materials, helped her to be more alert to the relative value of suggestions coming from the group, and served to guide toward the realization of the aims set out by such a unit. As the activities and experiences outlined in the plan developed they were checked by the teacher. When activities and experiences not listed in the plan developed, they were added to the plan. Thus at the culmination of the unit, the preview plan was a record of "what had happened" as well as having formerly been a plan of "what might happen." The following outline shows more fully many of the experiences brought to these children, the problems developed, and the outcomes attained.

#### I. Experiences

##### A. First hand

###### 1. Excursions

Entire group visits B—'s Drug Store. Individual committees visit B—'s Drug Store.

Group making lunch counter visits the Campus Carpenter Shop.

Entire group attends an exhibit of projects made out of boxes by a class of college students in "Fine and Industrial Arts for Kindergarten and Nursery School Children."

###### 2. Experiments

Lettuce to be used in sandwiches at lunch counter is planted in window boxes.

Lettuce sandwiches are made for lunch counter.

Children help to prepare orange juice.

Graham crackers are frosted.

##### B. Vicarious

###### 1. Materials

Paper: cardboard, tissue and crepe paper, colored construction, unprinted newsprint, and brown wrapping

Wood: various widths and lengths suitable for counters, stools, cupboards, vietrola, and book rack

Tools: hammer, saw, brace and bit, vise, screw driver, nails, and file

Paints: calcimine for easel painting, diamond dye for woodwork, and enamel for clay and paper dishes

Sewing: muslin, rick-rack braid, oil cloth, thread and embroidery floss, needles and thimbles

Clay

By-products: orange crates, pasteboard boxes, bottles, cans, paper plates and cups, wire, magazines, and spools

#### 2. Toys and manipulative materials

Hill Floor Blocks

Kinderscreen

Household furnishings: beds, chairs, dresser, table, stove, dishes, broom, and dust pan

Dolls and carriage

Telephone

Wheelbarrow

Puzzles

#### 3. Pictures

Advertisements of furnishings for stores and houses taken from such magazines as *Good Housekeeping* and *Woman's Home Companion*

Catalogue: Schoenhut's Illustrated Catalogue—Philadelphia, Pa.

Snapshots of projects previously developed in the College Elementary Kindergarten and in the kindergartens of former student teachers

Children's activities

Health posters and food advertisements

4. Stories: (Making flowers for display windows, planting seeds in window boxes, and deciding upon a menu stimulated so much interest in nature and foods that many stories relating to these subjects were introduced.) A few of the stories read or told during the development of the unit were as follows:

Billy Boy's Garden

Stories and Rhymes for a Child  
Carolyn Bailey. Milton Bradley Co.

Billy's Letter

Helen S. Read. Charles Scribner's Sons

Johnny Crow's Garden

Leslie Brooks. Frederick Warne and Co.

Mr. Brown's Grocery Store

Helen S. Read. Charles Scribner's Sons

Poppy Seed Cakes

Margery Clark. Doubleday, Page and Co.

The Gingerbread Boy

Child's Book of Stories

Penrhyn W. Coussens. Duffield and Co.

#### 5. Poems:

A Fairy Went a Marketing

Fairies and Chimneys

Fyleman. George H. Doran and Co.

Daffy-Down-Dilly

Mother Goose

Volland Edition. Volland and Co.

Market Square

When We Were Very Young

A. A. Milne. E. P. Dutton and Co.

Mary, Mary Quite Contrary

The Real Mother Goose

Rand McNally Co.

Mr. Carrot

Everything and Anything

Dorothy Aldis. Minton, Balch and Co.

Naughty Soap Song

Everything and Anything

Dorothy Aldis. Minton, Balch and Co.

Please

Everything and Anything

Dorothy Aldis, Minton, Balch and Co.

The Cupboard

Peacock Pie

Walter de la Mare. Henry Holt and Co.

The Rain

A Child's Garden of Verse

Robert L. Stevenson. Charles Scribner's Sons

#### 6. Songs and Phonograph Records

(See Music in Section II)

**II. Creative Expression—Possible Outcomes**

**A. Language:** the following topics provided many opportunities for language development.

Drug stores visited by members of the class

Comparison of drug stores with other types of stores

B—'s Drug Store

Appearance

Articles sold in each department

Value to community

Plans for development of drug store in the kindergarten:

Best location of store in kindergarten room

Materials to use

Making roof, display window, and counters

Departments needed

Formulating standards to be used for selecting chairmen

Group and individual discussion of how to improve work

New problems

Making a cash register

Making money

Discovering the best materials for dishes

Decorating display windows

Making food posters:

"Vegetables Are Good to Eat"

"We Eat Vegetables for Lunch"

"Drink Milk Daily"

"Milk Is Good to Drink"

"Fruit Is Good for Children"

"Eat Cereals"

Selecting menu for lunch counter:

**MENU**

Ice Cream .	10c	Soup .....	10c
Milk .....	5c	Bread ....	5c
Apples ...	5c	Butter ....	5c
Carrots ...	10c	Orange Juice	10c
Asparagus..	10c	Cocoa ....	10c

Making a portable victrola

Naming the store "Kindergarten Drug Store"

**Desirable ways of playing in store**

Duties of clerks and customers

Using telephone

Making shopping rules:

"Please Be Quiet"

"Please Do Not Touch Things"

"Wait for Your Turn"

**Party for mothers**

Composing invitation:

Cedar Falls, Iowa

May 11, 1931

Dear Mother:

Please come to our Kindergarten Friday afternoon at two o'clock to see our Drug Store.

The Afternoon Kindergarten Children

**Planning program**

Greeting mothers

Each child telling about project developed by him

Singing of songs recorded for portable victrola

(Records made by the kindergarten children.)

Playing of band record

(by Kindergarten Band)

Reading illustrated booklet:

"The Kindergarten Drug Store Book"

We made a drug store.

The name of the store is "The Kindergarten Drug Store."

We made flowers.

We made pencils.

We made dishes.

We have a lunch counter in our store.

We have magazines in our store.

We have soap in our store.

We have scales in our store.

We have apples in our store.

**Deciding upon refreshments**

Forming committees for:

Putting room and store in order

Preparing lunch

Greeting guests

Serving lunch from drug store

**B. Fine and Industrial Arts****1. Clay**

Fruits and vegetables for lunch counter

Pencils and fountain pens

Dishes and soap

## 2. Wood

Building and counters made of orange crates

Book rack: soft pine,  $\frac{3}{4}$ " x 11" x 34", with narrow strips of wood at sides, two shelves, and supported to stand in an upright position

Scales: soft pine,  $\frac{3}{4}$ " x 11" x 24", nailed at right angles to a shallow box on which child stands. A circular piece of cardboard with numbers and a hand similar to a clock face nailed to the back of the scales

Pencils:  $\frac{3}{8}$ " wooden rods painted and sharpened at ends

Desk telephone: rectangular piece of wood with spools for receiver and mouth piece

Portable victrola: square of wood,  $\frac{3}{4}$ " x 12" x 12", inserted in top of cardboard box

## 4. Paper

Flowers made of tissue paper used in decorating windows

Money used in cash register

Envelopes, sheets of stationery, and boxes to fit

Records for portable victrola

Cash register: two boxes covered with brown wrapping paper, and colored circles for keys

Awnings for display windows

Sign for store printed by a member of building committee

Covering for outside of store

Menu, rules, food posters, and price tags

Magazines containing pictures of foods, flowers, children's activities, and pets

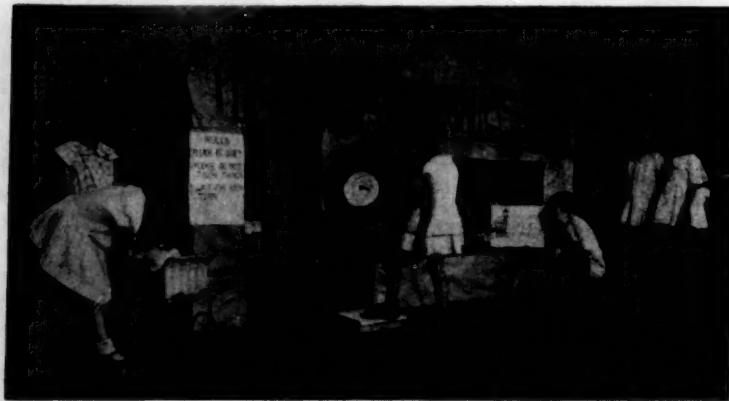
## 5. Paints

Pictures illustrating various interests of store (later made into book)

Articles for store: fruits, vegetables, awning, dishes

## 6. Design

Making simple designs suitable for



Shopping with dolls and kindergarten friends at the kindergarten drug store led to much dramatic play.

## 3. Cloth

White cambric aprons, trimmed in rick-rack braid, worn by children serving food at lunch counters

Pocketbooks made of various colors of oil cloth

Pages of magazines sewed together

plates, cups and saucers

Making lunch counter more attractive by covering with oil cloth, painting flower jars, and decorating dishes with colors that go well with oil cloth (light green, lavender, and orange were favorite colors of this group)

Cutting oil cloth designs for pocketbooks  
 Making awning more attractive by painting green stripes on it  
 Making food posters more attractive by mounting pictures to illustrate health rules  
 Arranging windows to attract customers  
 Decorating magazine covers

## C. Music

1. Songs: From their repertoire of songs the children decided they could sing the following well enough to make records of them for their portable vicietrola:

## "Swinging"

(from "Singing Time"—Coleman and Thorn)

Quartette—Sung by Russell, Mary, Verla and Bruce

## "Kite Bird"

(from "First Year Music"—Hollis Dann)

Sung by the Senior Kindergarten

## "Robin Red-Breast"

(from "Child-Land in Song and Rhythm"—Book I—Jones and Barbour)

Sung by the Senior Kindergarten Boys

## "The Woodpecker"

(from "Child-Land in Song and Rhythm"—Book I—Jones and Barbour)

Sung by the Senior Kindergarten Girls

## "Spring is Here"

(from "Child-Land in Song and Rhythm"—Book I—Jones and Barbour)

Vocal solo by Frances

## "See-Saw"

(from "Child-Land in Song and Rhythm"—Book I—Jones and Barbour)

Chorus—Sung by George, Verla, Dallas, Bruce, Roger

## "O Falling Rain"

(Words and melody by Betty Lou)

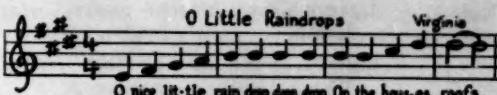
Vocal solo by Betty Lou



## "O Little Raindrops"

(Words and melody by Virginia)

Vocal solo by Virginia



## 2. Rhythms:

Sound Experimentation and the use of musical instruments (a great deal of the work in this phase of music was initiated through the desire of the group to make band records for their portable vicietrola.)

## Instruments used

Non-tonal: balls, drums, slides, cymbals, triangles, tambourines

Tonal: mirimba, piano, water glasses, vicietrola

Through experimentation with musical instruments the group found that certain parts of music are better for some instruments than others. For example, light, lively music is more suitable for the tambourine than for the bass drum; some instruments such as the mirimba can be used for making melodies while others cannot.

In order to have a good band the players must become acquainted with the tone quality of instruments, know the piece to be played, play instruments so that the tone quality will be pleasing, keep time to the music.

**Rhythmic activity plays**

In order to develop a deeper feeling for music and more skill in responding rhythmically to music the group was given the opportunity to have:

simple floor rhythms,  
spontaneous dancing and rhythmic dramatic plays. (Colored scarfs and strips of crepe paper were often used.)

**3. Listening to music played on the victrola to discover types of music recorded:**

Amaryllis—(Louis XIII)—Victor 20169

Happy Days March—Sevi—Victor 16001

Lullaby (Erahms)—(Violin Solo)—Victor 18664

March of the Tin Soldiers—(Tschaikowsky)—Victor 20399

Mother's Prayer (Agnes Stoelberg—Schulz) from "New Song Book and Music Reader"—Fullerton—Victor 18665

Rhythms for Children

Motive for skipping

Theme for skipping

(Clara L. Anderson)—Victor 20736

Rock-a-Bye Baby (Violin Solo)—Victor 18664

Songs for Children (from "Mother Goose Nursery Rhymes" Elliot)

Anna Howard—Victor 20621

Spring Song—Mendelssohn—Victor 18648

Sweet and Low (Sir Joseph Barnby) (Violin Solo)—Victor 18664

Tales of Hoffman—Barcarolle (Oppenbach)—Victor 20011

Teddy Bear's Picnic—Bratton—Victor 16001

To a Water Lily—MacDowell—Victor 18648

**D. Dramatic Play**

Shopping with dolls and kindergarten friends

Ordering by telephone

Waiting on customers

Being weighed

Playing house: cleaning house before leaving for a shopping tour, dressing the dollies, and having tea parties

Having lunch in the store

**E. Number Experiences**

Meaning of the concepts: over, under, beneath, long, short, less, take away, more wide, far, above, and near

Recognition of 1, 2, 3, 4, 5

Recognition of nickel, dime, penny, quarter, and one dollar

Some realization that:

a nickel is less than a dime,  
a dime will buy twice as much as five cents,

a quarter is more than a dime,  
a dollar is more than a nickel, dime, quarter, or penny.

Recognition of a rectangle, square, and circle

Knowledge that:

solo means one,

duet means two,

trio means three,

quartette means four.

Counting to twelve and above

Some realization that one-half is more than one-fourth and less than one

Some realization that change must be made when more money is paid for an article than the price listed.

**F. Science****1. Physical**

Powdered sugar when added to milk makes a soft, pasty substance; this substance hardens when allowed to stand. (Discovered when making frosting.)

Scales balance when there is an equal amount of weight on either side of balance.

Steam condenses into moisture when the temperature is reduced. (When taking window boxes to the Campus Greenhouse the children noticed the moisture that formed as the steam whistle blew.)

The greenhouse because of its many windows and glass roof admits

more heat from the sun's rays and is therefore warmer than the kindergarten room.

Store buildings should have a great many windows in order to admit as much light and sunshine as possible.

Clay hardens when exposed to the air. Sugar dissolves when put in water. Ice is formed when the temperature becomes sufficiently low.

## 2. Nature Study

Water, sunshine, and good soil are necessary for plant growth.

Weeding and hoeing help plants to be strong and healthy.

Arrangement of leaves vary according to the plant. (A great interest in leaves was stimulated through making paper flowers to be used in decorating display windows.)

Some plants have leaves with netted veining and some with parallel veining.

The shape of leaves vary.

Plants grown in the light are much greener and healthier than those grown in a poorly lighted room.

Food should be kept in a cool place.

## III. Other activities suggested by this unit.

Planting a large flower and vegetable garden on campus

Building other kinds of stores in the kindergarten

Making booklets containing pictures and sentences (A great interest was shown in reading activities.)

Playing number games: "Hop Scotch" and "Bean Bag" (A great interest was shown in keeping score, reading and writing numbers.)

Making patterns and dresses to fit children instead of dolls

Giving a program for the First Grade

Creating more songs, stories, poems, and band records.

## IV. Outcomes

### A. Attitudes and Appreciations

Deeper respect for community workers, especially the store keepers, clerks, and carpenters

Some realization of the dependence of the community upon its stores

Interest and desire to grow strong and healthy

Interest in doing for others—preparing a program that mothers, relatives, and friends would enjoy

Pride in developing problems with little or no help from others

Desire to work harmoniously with other members in the kindergarten

Respecting that which represents the best that a classmate is capable of doing

Desire to choose materials economically

Deeper appreciation and enjoyment of poetry, stories, and music

Deeper enjoyment and interest in books, particularly those containing reading material

A desire to learn to read

A desire to know more about numbers

A deeper appreciation of the work of the artist

### B. Habits and Skills

Selecting something worthwhile to do when arriving at school

Selecting suitable materials as quickly as possible

Finishing one piece of work before starting another

Working harmoniously with all members of a committee

Contributing ideas to other members of the committee

Subordinating own ideas to those of other members of a committee

Increasing ability in planning and executing problems

Increasing skill in technique

Increasing ability to make simple, attractive designs

Working with the committee until its problem is completed

Handling carefully articles in a store

Not handling unnecessary articles in a store

Taking turns when buying

Being courteous to clerks and storekeepers

Being courteous to customers

Using a pleasant speaking voice when in a building

Saying "Excuse me", or "Pardon me" when passing in front of people  
 Being polite when talking over the telephone  
 Looking both ways before crossing the street  
 Eating healthful foods—fruits, vegetables, and cereals  
 Drinking milk  
 Working neatly and quietly  
 Keeping articles arranged neatly and attractively  
 Washing hands before preparing food  
 Serving guests before serving oneself  
 Waiting until all have been served before eating

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### The Dandelions

Upon a showery night and still,  
 Without a sound of warning,  
 A trooper band surprised the hill,  
 And held it in the morning.  
 We were not waked by bugle-notes,  
 No cheer our dreams invaded,  
 And yet, at dawn, their yellow coats  
 On the green slopes paraded.

We careless folk the deed forgot;  
 Till one day, idly walking,  
 We marked upon the self-same spot  
 A crowd of veterans talking.  
 They shook their trembling heads and gray  
 With pride and noiseless laughter;  
 When, well-a-day! they blew away,  
 And ne'er were heard of after!

—HELEN GRAY CONE, in "Oberon and Puck"

# Types of Reading Disability

ROSE S. HARDWICK

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READING J. L. Meriam's article in the September issue of this magazine on "Difficulties in Learning to Read" brought to mind an incident that occurred some years ago. On a subway train I found myself beside an old friend whom I had not seen for years. She remarked that her son was that day taking his college entrance examinations. Then she smiled reminiscently and continued, "When Dan first went to school the teacher sent word home that he could not learn to read! However, I knew the boy and I knew that he *could*, and I guessed that he was merely not interested in the regulation school presentation of the matter. I took him out of school and made no effort to *teach* him at home, but I took pains to have about the house plenty of illustrated books and magazines that dealt with his hobbies. Naturally he would pick these up, look at the pictures and want to know 'what it said.' I let him see that I was really too busy to read much *to* him but never too busy to help him read to himself. Before long he was reading freely; he went back to school and had no difficulty in holding his own there."

This was a clear cut and simple case of a bright child whose stock of ideas and interests was in advance of his age and who was frankly bored by the rather infantile content of first grade lessons and by the presentation in use for mass teaching. Dan was not a spoiled child and he had no specialized handicaps. All that was necessary was to provide suitable motivation. Sometimes, however, the failure to learn to read is merely a detail in the picture of a child who has been badly spoiled, and then little can be done for the reading until the general behavior problem is cleared up. The parents of

such a child must first change their own attitude and re-train themselves. By the time that is done the child's behavior patterns will be considerably improved. The reading difficulty may even clear up spontaneously, but, if not, it can then be attacked intelligently and with good hope of success.

Most cases of reading difficulty involve more than one causal factor, and generally the removal of the child from school only aggravates and further complicates the problem. Jimmy's is a case in point. He has a really fine mind, and, though only seven years old, has powers of concentration that many an adult might envy. He does well in music, has a keen sense of beauty, a lively imagination and a real talent for drawing. Give him pencil and paper and a seat at the table beside you and he will sketch as fast as he can put pencil to paper, interpreting as he works. "Here's the road—and now I'm going to draw a tree—and here's a squirrel up in the top of the tree—I'm making a whole nest of baby squirrels—and this is the mother squirrel—and here comes the father squirrel. Here's a truck and the wheels come off. You can see where the man's jacked it up to fix it." And so on and so on, indefinitely. A most delightful and promising child, you say, and so he is. But what a trial he must be to his teachers! Drooping eyelids and a soft drawling voice give the impression that he is half asleep, and his preoccupation with his own line of thought makes it hard to get his attention for the routine business of life. He is strongly left-handed and tends to reverse his words and letters as in mirror-writing. At home they say that he is always begging to be read to but can not be persuaded to read to himself. Evidently the solution of his

problem will call for no little tact and ingenuity. Father and mother must not wholly give up reading aloud to him, but they must read more *with* him, taking pains to have him sit close beside them so that he can look over the page with them and follow the line with his finger. He should be encouraged to read all the words that he does know and they should help him with the words that are partly familiar, so that he may have the feeling that he is really having some success.

Sometimes they may begin a story for him and let him finish it with their help. Then, some day when they are very obviously busy, they may suggest that if he will begin the story they will help him with the hard words and in a few minutes they will be able to sit down and finish it with him. Gradually, if they are patient and tactful, he will gain independence, and presently a day will come when he will pick up an attractive book and begin to read without stopping to think whether there is anyone at hand to help him. Along with the reading from books, we are hoping to develop a little writing and printing in connection with his drawing. Since his are so generally story pictures it should not be difficult to introduce some names and dates, and gradually the "story," also, as he tells it in his own words. One of the inexpensive toy printing sets may help to fix in his mind the correct orientation of the different letters at the same time that it relieves the nervous strain of writing. He is good material and sooner or later he doubtless would effect a tolerable adjustment even without our good offices, but we do not want him to go through the experience of failures at school or to become conscious of strained relations with his teacher. She has some forty or fifty other little ones on her hands and we can not expect her to give him a great deal of individual attention.

What shall we think of the bright child, without recognizable handicap, who "does nothing" in school for the first eight or

ten weeks? Paul was brought in for examination last spring by his school principal who was considering the advisability of a double promotion for him. Mr. X said that through the fall the child had seemed in a daze, then he suddenly "seemed to get the idea of what it was all about" and by Christmas time he was reading everything he could lay his hands on. He was a quiet but friendly little chap, mentally alert and quite unself-conscious. In the psychological tests he made "superior" scores. One felt sure that there was a good home in the background. Why was he so slow to orient himself? I do not know the rest of the story in this particular case, but I can guess that books do not abound in his home, that his parents have not been in the habit of reading to him and with him, and that they neither write nor receive many letters. A normal child will find himself in the world of school in course of time, but it does help if, when he enters, curiosity and ambition have already been stimulated along academic lines and if he has learned to recognize books as a source of enjoyment. He should be read to enough to whet his appetite, though he should not be allowed to find listening more satisfying than reading to himself.

Judy is one of the children of whom Miss Saunders wrote in the October number of this magazine who are handicapped with a short auditory memory span. She is now six and a half years old, she did not adjust well last year in the kindergarten and this year seems to be doing no better in the first grade. She has had many illnesses which may account in part for her great restlessness and her inability to concentrate on either work or play. In spite of that and her short memory span, however, she was able, when urged, to do better than the average child of her age on some of the tests that call for independent thinking. The reading difficulty in her case is not specific, but is merely one aspect of a general maladjustment in school which, in turn, is not due to any

single cause. She is suffering from several minor handicaps, for any one of which a normal child would compensate but which, taken together, produce a definite retardation in the development of her mind and personality.

Sometimes the root of a reading difficulty is to be sought in the emotional field. The child is not making a wholesome and happy adjustment with his little world. He may be jealous of his brother, or ashamed of his mother, or crushed by his father's disapproval, or somehow at odds with his teacher, or he may be timid and apprehensive about life in general. In such cases the child himself is usually not so much at fault as the adults concerned, and they often are stupid and thoughtless rather than knowingly unkind. In all such cases the emotional difficulty must be cleared up before we can expect much improvement in the reading. In saying this, however, we should guard against certain common misunderstandings. Whenever an otherwise normal child shows a specific disability, we may safely assume that the problem has an emotional aspect which must be reckoned with in some fashion. It may be that the emotional trouble is the effect rather than the cause of the disability. In that case the disability must be relieved before the emotional difficulty can be wholly cleared up, though, even then, it usually is possible and it may be necessary to give the child reassurance before he can respond to remedial teaching. On the other hand, to initiate remedial teaching may be the most effective method of reassuring the child himself or his parents. It should be noted that to say that the emotional root of a problem must be removed before a cure can be effected does not mean that it is always necessary in such cases for someone to be able to formulate the emotional factor. It is desirable and sometimes necessary to have a correct diagnosis, but actually many ills of both body and mind are cured spontaneously, and incidentally to the life processes of the individual.

The point that we need to impress upon our minds is that emotional factors are present and significant in problems that, at first glance, appear to be purely intellectual.

In Tim's case the emotional difficulties were probably due to the reading disability. He had become so discouraged, so inhibited and so sensitive that the most important part of his treatment consisted in re-establishing self-respect and normal self-confidence. He was already thirteen years old and had never learned to read. His schooling had been broken by illness and his family had moved frequently so that he had been confused by changes of schools and methods, and through it all he had been handicapped with a serious defect of vision. When at last glasses were provided and there was a prospect of his being able to settle down for several years, he found himself the one big boy among a class of little children, bored and yet baffled by the lessons suited to them. Luckily it was possible to interest in his problem an advanced student from a neighboring university who was specializing in remedial teaching. This tutor spent hours in typing out reading lessons for Tim, selecting passages whose content was sufficiently advanced to interest the boy and re-wording them so as to bring them within the compass of his reading vocabulary, thus giving him for the first time the thrill of successfully reading material that had an intrinsic appeal for him. A few weeks of this program so encouraged him and so stimulated his ambition that he was willing to compromise on text-books and to tolerate uninteresting material for the facility that it gave. His school adjustment is going to be a problem for his elders for some time to come, but the initial steps have been taken and he is such a willing worker and so keenly appreciative of all efforts to help him that we have good hopes of his ultimate success.

It is now generally recognized that a large group of reading problems are due to defects of sight or hearing. What is

not yet understood by many is that, paradoxically, the minor or less obvious defects often give rise to major problems. Blindness and total deafness are easily recognized and the children so afflicted are sent early to special schools, but a child who is only hard of hearing or whose sight is only moderately defective is too likely to be labelled "dull" or "careless" and ignored or even punished when what he needs is intelligent help and generous encouragement.

A peculiarly elusive difficulty in the sensory field is that failure to fuse the images from the two eyes which results in seeing double. Some of these cases are helped by using prismatic lenses long enough to give the child confidence and a standard of success. Often the problem is as much mental as physical. Then its solution depends ultimately on practice, so planned as never to become irksome and always to leave the child with the elation of success, plus suitable motivation for reading.

There is some ground for believing that mental peculiarities such as synaesthesia act as complicating factors in certain cases of reading difficulty. But there are many varieties and degrees of synaesthesia, and the part played by it in the intellectual life varies with the individual, some persons even finding it of assistance in the learning process. Until it is better understood, we may assume that a child who has this trait will work out his own best treatment for it, granted fair conditions and adequate motivation.

Dick's case may be called a study in relativity. If he had been born into a family of easy-going dullards he might have cut quite a figure. Actually, when he appeared in the clinic one June morning, he was failing for the second time in grade I, and both parents and teachers were beginning to despair of his ever learning to read. He was a small child for his six and a half years and somewhat under weight for his height, his features delicate and pleasing though irregular, and his gray eyes looked big in

his little pale face. In the psychological examination he showed himself friendly and mentally alert, and his scores were rather above than below the average. His responses sometimes came slowly, for he took time to think things out for himself and though a good thinker he was not a rapid one. He was persistent in the face of difficulty and ambitious to beat his own record. Why should such a child have trouble with first grade work? A glance at his twin brother suggested the explanation which further study confirmed. Not that the two were unfriendly. They were on good terms, though certainly not congenial. Bob was half a head the taller and broad in proportion, stockily built, husky, sunburned and freckled, with a captivating smile but quite able to hold his own if it came to fistfights. Dick had been ailing a good deal and had had several serious illnesses. Bob hardly knew what a sick day meant. In the psychological examination Bob gave evidence of a "superior" mentality. He was an even better thinker than Dick and so much quicker in all his intellectual processes that by comparison Dick appeared stupid. In the school room and on the playground alike Bob was so quick and so vigorous in all his reactions that he arrived at his goal triumphant while Dick was getting under way. It was really a point in Dick's favor when Bob was promoted into another room at school. For Dick, that first year in grade I was not merely a failure. It left him with an accumulation of confused impressions which was made worse, if possible, by a repetition of the same program the following year. That confusion had to be cleared up if the child was to make normal progress in future. Fortunately one of his neighbors was a retired teacher with a good understanding of children and a large fund of experience to draw upon. It was arranged for Dick to have reading lessons with her, and, under the new conditions, he took to his book as the proverbial duck to water. While Bob ran off downstreet for baseball "with the boys," Dick, with equal joy,

would scamper in the opposite direction, slip through the palings of the back yard into Miss A's garden, where she would let him help in the weeding, watering, gathering and arranging of her treasures. Dick is like Jimmy in being a lover of beauty, and there in the sunny garden he forgot the shyness and hesitancy that had been creeping over him in the school room, and kept up a running fire of question and comment as he worked. Later, in the house or on the porch, he found it altogether natural and delightful to write and read his own "stories" of what he had seen and done. Whether Miss A has read Professor Merriam's writings or not I do not know, but she would certainly find in him a kindred spirit. As for Dick's future, he will never be able to compete with Bob in robust vigor and assertiveness, but his gentler personality has its own elements of strength, and now that he has found his place in the sun we may look for healthy growth. When manhood is reached the brothers should be good friends, but they were not meant for yoke-fellows, and for the present they should be kept apart in school.

Why do not Jack and Jill learn to read? We are so accustomed to seeing Jack and Jill, Tom, Dick and Harry fall into step with their little neighbors as they cross the threshold of the school-house, and progress, shoulder to shoulder, with them through the orthodox stages of the three R's, that we feel puzzled and ever aggrieved when one of the youngsters straggles from the procession. Is not the attitude of the savage, who looks upon all reading as miraculous, more reasonable? We have seen the miracle happen

so often that we have grown callous to the wonder of it. Why does anybody learn to read? Can you remember why you learned? And was it for the same reason that moved your brothers and sisters? Most of us are by nature conformers. We enjoy being and doing like our neighbors, and we willingly accept a great deal of what, to us, is arbitrary discipline in a cause that appeals to us as so good. We doubtless learned to read as we learned to dance, to ski and to play jack-stones, because "everybody was doing it," "everybody" being all of our own little social circle at the moment. But children, like grown-ups, differ, and the incentive that is adequate for one may make no impression on another. If we really wish Jack and Jill to learn to read we must study the particular Jack or Jill in question. We must take care that any handicaps are removed or compensated, and that the emotional atmosphere is favorable, and then we must fit the incentive to the child.

The story goes that "Lord" Timothy Dexter once made a good profit on a cargo of warming pans which he insisted on shipping to the West Indies. The West Indians were clever enough to remove the covers and use them for strainers and the pans for ladles in their sugar mills. Too much of our pedagogy is of this type. We select what we consider a valuable cargo of knowledge and unload it on the heads of the helpless children regardless of whether or not it meets any felt need of theirs. Generally the children are bright enough to utilize it. But are we not asking a good deal of the children?



### Music

Five thousand teachers and supervisors of public school music, and others interested in music education, will be in Cleveland April 3 to 8, attending the Music Supervisors' National Conference.

## The Washington Public Schools

MEMBERS of the Association for Childhood Education attending the annual convention in Washington, D. C., May 4th to 7th, will be afforded every opportunity to observe and study the Washington Public Schools. Since the convention met here in 1913 there have been many significant, far-reaching changes. Washington is now a cosmopolitan city which has almost doubled in size since the World War. The school population has increased so rapidly that an extensive program of new school buildings has been under way for some years. In addition to the many new classrooms and the installation of modern equipment, there has been a corresponding change in methods of teaching. Following the trend of modern, progressive education, the classrooms are alive with "units of activity," which mean the development of creative thinking and power in each child, while the great objective of education—character building—guides the daily work of the teacher.

An idea of the general growth of the public schools may be gained from the following statistics: In June, 1914, there were 56,363 pupils enrolled; in June, 1931, there were 84,648. In the same period the teaching corps, including officers and supervisors, increased from 1,742 to 2,913. While there were only 1,435 classrooms in June, 1914, in June, 1931, there were 2,318. Of these 883 new classrooms, a great majority were constructed during the past seven years.

In 1913 the schools were usually of the eight room size, neighborhood schools, with a teaching principal in charge. Today most of the buildings have sixteen or more rooms, often with an auditorium-gymnasium. In these larger units the teaching principal has been replaced by an administrative principal whose only duties are administration and supervision. In the outlying districts, where the population does not justify the sixteen room type of building, a four or eight room unit is built on plans which can be added to as the need arises. As the school system maintains Junior and Senior High Schools, there are only a few elementary schools which include seventh and eighth grades. The elementary schools include kindergartens and the first six grades. Unfortunately, the Under-Age groups (providing

for four year old children) were closed about two years ago, due to a lack of Congressional appropriation.

In the larger buildings, an auditorium teacher helps with the art and music and also assists in arranging assemblies. In some of the larger buildings there are sewing, cooking and wood-working rooms having special teachers in charge. These rooms are available for all grades, whenever the children need such work to carry forward their special activities.

Many of the buildings have their own libraries for the use of the children, and in addition the Public Library sends selected supplementary books and pictures. All of the schools are provided with stereopticon lanterns and many with picture projectors. Teachers need only to send in a card to the Visual Education Department requesting special slides and films and they are delivered by a messenger the following week. In regard to play space, there has been a definite plan to acquire land adequate in size, and many schools have large, well-equipped playgrounds.

In addition to the advantages enumerated, the children of Washington have an unusual opportunity for enrichment. There is probably no city in the United States which offers its children the advantages of first hand experience as does the Capital City. While there are centers of interest common to other large cities, such as dairies, stores, post offices, a Union Station, wharves, airports, etc., etc., there are also interests and opportunities peculiar to Washington. The younger children take excursions to the Zoo, the National Museum, Mt. Vernon, the Capitol, Library and the Art Galleries. The National Zoological Park has a collection of more than three thousand animals. At the National Museum there are life-sized groups of various Indian tribes illustrating these peoples in characteristic activities of their homes and camps. The first steam engine, the first automobile, the first airplane are found here, as well as the "Spirit of St. Louis," the plane flown by Col. Charles A. Lindbergh in his famous flight from New York to Paris in May, 1927. The National Museum preserves all collections of objects of science, history, industry and art belonging to the Government.

The older pupils have the unique experience

of seeing in operation the executive, the legislative, and judicial branches of the government, also of enjoying the facilities of the Library of Congress. Among the treasures which are open to the children in the Library are the original Declaration of Independence, the original Constitution of the United States, and the Gutenberg Bible, printed between 1450 and 1455, one of the three perfect copies on vellum known to be in existence. A scientific interest is fostered by visits to the Bureau of Standards, the Smithsonian Institute, and the National Museum. An appreciation of the art treasures of the world is developed by visits to the National, the Freer and the Corcoran Art Galleries.

The advantages enjoyed by the Washington teachers are equal to those offered the children. First of all the supervision given the teacher is constructive, inspirational, and encouraging. Many demonstrations of teaching are given in

ence to a course of study. With the assistance of the supervisor of elementary instruction, groups have been organized for the study of problems in education. While membership in these groups is entirely voluntary, practically every elementary teacher is affiliated with some group. Study groups for the kindergartner are also organized each year by the Director of Kindergartens which cover particular classroom problems and new movements in the wider fields of education. These groups have done much to broaden the professional outlook and interests of the teaching staff.

At the Wilson Teachers' College (white) and the Miner Teachers' College (colored) there are after school classes in subjects suggested by the teachers. These institutions are a part of the Public School system so there are no tuition charges. Many teachers study at the other universities, such as George Washington, the American University, Howard



*Pre-Primer, Robert Brent School, Washington, D. C.*

When a child, who had just emigrated to the United States on the Steamship *Roma*, entered school the children became absorbed in making boats.

both kindergarten and elementary grades, followed by discussions. While there is a course of study ranging from the kindergarten through the sixth grade, it is suggestive rather than rigid in its scope, giving teachers ample opportunity for creative interpretation and work. Emphasis is upon individual pupil and class needs and interests, rather than adher-

University, and the Catholic University.

It is hoped that this sketchy outline of the Washington Schools may help to strengthen the interest of our convention guests in visiting the schools, where they will be warmly welcomed from the kindergarten to the High School.

LOUISE HUGHES.

Thirty-ninth  
ANNUAL CONVENTION  
OF THE  
ASSOCIATION FOR CHILDHOOD EDUCATION  
*Nursery—Kindergarten—Primary*

International Kindergarten Union  
Founded 1892

National Council of Primary Education  
Founded 1915

WASHINGTON, D. C.  
MAY 4TH TO 7TH, 1932

OFFICERS

*President*.....JULIA WADE ABROT, Philadelphia, Pennsylvania  
*Vice-President* (Representing Nursery Schools) JOSEPHINE C. FOSTER, Minneapolis, Minnesota  
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*Executive Secretary and Assistant Treasurer*.....MARY E. LEEPER, Washington, D. C.

LOCAL COMMITTEES

CATHARINE R. WATKINS, *General Chairman*

Headquarters and Accommodations. Marie Graff  
Places of Meeting.....Ruby Nevins  
Georgie H. Leper  
Hospitality.....Augusta M. Swan  
Netta G. Miller  
Decorations.....Mary M. McFarland  
A. Grace Clifton  
Badges.....Isabelle R. Meloy  
School Visiting.....Irene Zeiders  
Helen H. Bolton  
Transportation.....Evelyn Kemp  
Sybil Shumaker  
Press.....Louise Hughes  
Ruth K. Isherwood  
Printing.....Elizabeth Hawhurst  
Mary E. England

Symposium Dinner.....Edna H. Woodward  
Helen B. Krogh  
Finance.....Juliet M. Searle  
Credentials and Elections..Cornelia M. Allen  
Commercial Exhibits.....Lydia Sterns  
Educational Exhibits.....Julia L. Hahn  
Drives.....Marie Woolnough  
Posters.....Meredith Hayward  
Music.....Mary M. Wilkins  
Pages.....Adele Price  
Nancy T. Head

ADVISOR

Miss Rose Lees Hardy—Assistant Superintendent of Schools—in charge of Elementary Instruction

HEADQUARTERS—*Hotel Willard*

PRELIMINARY PROGRAM  
WASHINGTON, D. C.  
MAY 4TH TO 7TH, 1932

WEDNESDAY, MAY 4

MORNING, 9:30-11:30, *Ballroom, Hotel Willard*  
Business Meeting  
Committee of Nineteen.....Lucy Wheelock  
Extension Publications.....Irene Hirsch

Science.....Verna Lewis  
Teacher Training.....Winifred E. Bain  
Music.....Anna Ballard  
Nursery School.....Patty Smith Hill  
Parental Education.....Marie Belle Fowler

Research.....Bessie Lee Gambrill  
 Records and Record Keeping....Ruth Andrus  
 Foreign Correspondence...Jane H. Nicholson  
 Literature.....Mary L. Morse  
 Cooperating Committee—  
 White House Conference..Edna Dean Baker

NOON, 12:00-3:00  
 Committee Luncheons

AFTERNOON, 3:00-5:00  
 Viewing Exhibits  
 Committee Conferences

Those wishing to visit points of interest in the city will find a representative of the Royal Blue Line Motor Tours at Headquarters to direct them.

EVENING, 8:00—*Memorial Continental Hall*  
 Opening Session

Music: United States Military Band

Invocation

Addresses of Welcome:

Hon. Luther H. Reichelderfer, Commissioner of the District of Columbia  
 Frank W. Ballou, Superintendent of Schools

Catherine R. Watkins, Director of Kindergartens

Response:

Julia Wade Abbot, President of Association for Childhood Education

Addresses:

Hon. Ray Lyman Wilbur, Secretary of the Interior

Dr. George D. Stoddard, Director of the Iowa Child Welfare Research Station, University of Iowa

### THURSDAY, MAY 5

MORNING, 8:30-11:30—*School Visiting:*

Arrangements have been made for visiting both private and public schools in the city. Nursery schools, kindergartens, and the first three grades of elementary schools will be open to visitors. Guides will be in attendance and transportation will be furnished. Persons desiring to visit schools must secure a visitor's card at the time of registration, as the number to be accommodated in each school will be limited.

AFTERNOON, 2:00 - 3:15 — *Hotel Willard and Hotel Washington*  
 Group Conferences

Full details of conferences will be given in final programs

### Chairmen

1. Reading Emphasis in School Activities Marjorie Hardy
  2. Nursery School Problems. Patty Smith Hill
  3. Future Trends in Teacher Training Suggested by Present Day Needs Winifred E. Bain
  4. Implications of Research for Teachers of Young Children...Bessie Lee Gambrill
- 3:30-4:45, *Hotel Willard and Hotel Washington*
1. First Experiences with Literature Alice Dalgliesh
  2. The Conference Period in an Activity Program.....Frances M. Berry
  3. Records and Record Keeping.Ruth Andrus
  4. Cooperative Supervision....Jennie Wahlert

EVENING, 7:30—*Central High School*

All States Night

Chairman, Fannie A. Smith

Music, Inter-High School Festival Orchestra

Procession of Delegates

Tableaux Presented by State Groups

### FRIDAY, MAY 6

MORNING, 9:30 - 11:30 — *Auditorium, United States Department of Commerce*  
 Summaries by Chairmen and Associate Chairmen of Discussion Groups

Brief reports of all group discussions will be presented in order that delegates may have the benefit of the whole range of problems considered.

NOON, 12:00-2:00—*Luncheon—Our Magazine, CHILDHOOD EDUCATION*

AFTERNOON, 2:30—*Drive to Mt. Vernon along the beautiful new Memorial Highway.*

EVENING, 8:00—*Memorial Continental Hall*

Music—American University Male Glee Club  
 Topic: Internationalism

Address—"Education and the International Mind"—William H. Kilpatrick, Professor, Philosophy of Education, Teachers' College, Columbia University, New York City

Address—Joy Elmer Morgan, Editor, *Journal of the National Education Association*, Washington, D. C.

### SATURDAY, MAY 7

MORNING, 8:30—*Historic Saint John's Church*  
 Memorial Service

Music

Report of Necrology Committee

Margaret A. Trace

## Report of Honor Roll

Catherine R. Watkins

9:30-11:30—Ballroom, Hotel Willard

## Annual Business Meeting

All delegates expected to be present

Election of officers

Reports of Standing Committees not previously given

Report of Secretary and Treasurer

Report of Executive Secretary

New Business

Report of Committee on Time and Place

Report of Committee on Resolutions

Report of Committee on Credentials and Elections

NOON, 12:00

AFTERNOON, 3:00-4:30—United States Department of Commerce Auditorium

Topic: Child Guidance

Address—"Growing Up With Adults,"

Mrs. Arnold Gesell, New Haven, Connecticut

Address—"Knowing the Child Through the Home," Dr. Ernest R. Groves, Research Professor of Sociology, University of North Carolina

EVENING, 6:30—Ballroom, Hotel Willard

Symposium Dinner

Toastmistress—Ella Ruth Boyce, Pittsburgh

## EXHIBITS

WEDNESDAY TO SATURDAY, INCLUSIVE, 9:00 A. M. TO 6:00 P. M.

## Commercial Exhibit

This exhibit will be held at Hotel Willard. Modern equipment and supplies suited to the needs of nursery, kindergarten and primary grades will be on display.

## Educational Exhibits, Hotel Willard

**1. Reading Exhibit.** Marjorie Hardy, Chairman  
 This will include actual material of a unit of work, books made by children, charts and records, and an exhibit of illustrated books suited to the levels of development of children from nursery school through third grade.

The material in this exhibit is related to the group discussion on "Reading Emphasis in School Activities" and group discussion of "First Experiences with Literature."

**2. Records and Report Cards**

Ruth Andrus, Chairman

This exhibit has been prepared by the Committee on Records and Record Keeping and will consist of records for individual children and group activities of children from two to nine years of age. The material in this exhibit is related to the group discussion on Records and Record Keeping.

## VISITING SCHOOLS IN BALTIMORE

Through the courtesy of the Superintendent of Schools of Baltimore, Maryland, delegates to the conference are invited to visit schools in Baltimore on Monday and Tuesday, May the second and third.

## LIST OF HOTELS

## WASHINGTON, D. C.

Hotel	Rooms	Single With Bath	Double With Bath
WILLARD Pa. Ave. & 14th, N. W....	475	\$4.00- 8.00	\$6.00- 9.00 7.00-12.00*
WASHINGTON Pa. Ave. & 15th, N. W....	400	5.00- 8.00	8.00-10.00 10.00-12.00*
RALEIGH 12th & Pa. Ave., N. W....	460	3.50- 5.00	5.00- 6.00 6.00- 8.00*
MAYFLOWER Conn. Ave & De Sales.....	650	5.00-10.00	7.00-12.00 9.00-15.00*
LEE HOUSE 15th & L Sts., N. W....	210	3.50- 5.00	5.00- 8.00
DODGE HOTEL N. Capitol & E.....	300	3.00- 5.00	5.00- 8.00

\*Twin beds

Further information concerning accommodations may be secured by writing to

## THE CONVENTION BUREAU

1730 H STREET, NORTHWEST

WASHINGTON, D. C.

## TRANSPORTATION TO WASHINGTON

A reduced rate of a fare and one-half has been secured for members of the Association provided 100 members attend the convention and secure certificates. CERTIFICATES, not receipts, must be secured from ticket agents when purchasing tickets to the convention. Immediately upon arrival, the certificate must be deposited with the Chairman of Transportation at Registration Headquarters in Hotel Willard.

Tickets may be purchased April 30 to May 6. If your certificate is duly validated you will be entitled, up to and including May 11, to a return ticket via the same route over which you made the going journey at one half the regular fare.

*Ask your Ticket Agent early for full particulars.*

# NEWS FROM HEADQUARTERS

MARY E. LEEPER

## ANOTHER A. C. E. BULLETIN

Contributing members of the A. C. E. and Presidents of the Branches have recently received the second bulletin sent to members for the fiscal year of September, 1931, to September, 1932. The Bulletin, consisting of two parts, is edited by Alice Temple of Chicago University. Part One deals with a "Better Beginning in Reading for Young Children," with the following contributors: Marjorie Hardy, Laura Zirbes, William S. Gray. These discussions "deal largely with problems that pertain to the desirable types of reading achievement." Part Two is a discussion of "Modern Trends in Teacher Preparation and Teacher Guidance," with the following contributors: Mary A. Jacobs, May Hill, Florence Bamberger, Macie Southall. The discussions cover both the prospective teacher and the "in-service" teacher in a manner that is interesting and challenging. A careful reading of this bulletin will help the classroom teacher to evaluate anew her work and will stimulate her by the practical suggestions given. Those who are not contributing members of the A. C. E. but desire this bulletin may secure it by writing to the

## ASSOCIATION FOR CHILDHOOD EDUCATION

1201 Sixteenth Street, Washington, D. C.  
Price, \$35.

### REPORT CARDS

A new study, just published by the Office of Education, *Report Cards for Kindergarten and Elementary Grades*, answers a real need felt by many teachers and administrators. An examination of 628 report cards from 151 cities forms the basis for this study. Fifteen forms are given as illustrations; the three shown in the appendix are, according to the writer, "in actual use and have been found practical to administer." If you are interested in seeing that the report card you are using best portrays modern educational practices

send for this leaflet. *Report Cards for Kindergarten and Elementary Grades*, by Rowna Hansen, Junior Specialist in Nursery-Kindergarten-Primary Education, Office of Education, Leaflet No. 41. Order from: Supt. of Documents, Washington, D. C. Price, \$10.

### CONVENTION REGISTRATION

Registration, during the Convention in Washington in May, will be greatly simplified if those attending will present, at the registration desk, their postcard receipt for the payment of dues for September, 1931-1932. Those presenting the small ticket, reading: Delegate, Life Member, Committee or Officer, may also register without payment of further fee. Opportunity will be given to those who have not yet paid contributing membership dues of \$1.00, \$5.00 or \$10.00 for the fiscal year of September, 1931-1932, to do so at the convention. The bulletins for the year will be mailed to them after the convention.

### A. C. E. BRANCH NEWS

A. C. E. Branches have a splendid record this year in membership, in promptness in sending in reports and dues, and in new groups. Thirty-five have joined this year. Delegates' tickets, according to the number of members reported, have been sent to the president of each branch whose dues are paid for the present fiscal year of 1931-1932. Tickets will be sent to other branches as soon as dues are received at Headquarters. State Branches receive only one delegate's ticket. Local Branches are entitled to one delegate for every 25 members and one delegate at large. A new plan for the recognition of the One Hundred Per Cent Branches at the Convention will be followed this year. During the business meeting on Saturday morning these Branches will be announced and their delegates greeted by Miss Abbot, our President. You will recall that to be a "One Hundred Per Cent Branch" every member must also be a contributing member of the A. C. E.

# BOOK REVIEWS

Editor, ALICE TEMPLE

*Scientific method applied to the study and practice of supervision.*—In a recent masterly book<sup>1</sup> Mr. A. S. Barr has emphasized the importance of scientific method in a program of work for the improvement of classroom instruction and has presented an admirable collection of studies applicable to supervisory work with samples of techniques which have been used. In this book it is pointed out that the bases of scientific work in supervision are interwoven with the scientific study of education itself and with larger movements for scientific study of physical and biological phenomena. Up to the present time, it is said, the best work relating to improvement of teaching has not been done with reference to the supervisory act itself but with reference to the study of classroom instruction. According to Mr. Barr, research dealing with different aspects of supervision is poorly coordinated and few supervisors adequately utilize the products, materials, and methods of scientific education.

In consideration of these lacks, the author has presented seven proposals for a program of scientific classroom supervision:

1. The formulation of objectives of education by various methods which are fully described and evaluated.
2. A survey of the products of instruction to determine the instructional status of pupils in the school subjects and divisions of the school system by such means as tests and rating scales.
3. A search for the probable causes of poor work in data concerning pupils, teachers, subject matter, methods of learning, methods of teaching, materials of instruction, and physical environment.
4. The validation of data gathering devices; tests, rating scales, questionnaires, interviews, observational techniques, and documentary evidence of various sorts.

<sup>1</sup>A. S. Barr, *An Introduction to the Scientific Study of Classroom Supervision*. D. Appleton and Company, 1931.

5. The use of the best known educational principles in the work of supervision as well as in the teaching of children.
6. Measurement of the results of supervision.
7. Application of methods of science to the study and practice of supervision.

The author states frankly that his proposed program of supervision is corrective rather than preventive, yet he says:

"The difference between preventive and corrective supervision is more apparent than real. If the supervisor starts with a preventive program . . . he will doubtless, eventually, desire to measure the products of this program. . . . If the improvement program has not been effective, he will probably modify it in some significant respect. . . . But in following this procedure, the program of preventive supervision has . . . become a program of corrective supervision."

He further maintains that if scientific method is rightly conceived and applied in this field the supervisory program will be "cooperative, democratic, and creative."

The summary and organization for practical purposes of a large collection of source materials and the projection of their use in a scientific program of supervision is a distinct contribution made by this book. There are many educators who may disapprove of certain techniques presented and some who may lament the stress placed on measurable values in classroom teaching to the neglect of those included in wider concepts of the total aspects of education. Still others, not satisfied with diagnosis of poor school work, will look elsewhere for methods of studying and guiding children in normal processes of development. Yet it is believed that all will respect and welcome the excellent contributions which are made by this book.

WINIFRED E. BAIN,  
Teachers College,  
Columbia University.

*One phase of supervision.*—Most of the books on supervision are general in character, attempting to cover practically all of the agencies that have proved useful in improving instruction. Dr. Hillegas, in a recent volume,<sup>2</sup> has departed from the general practice and devoted his discussion primarily to what he calls classroom supervision.

"The field of supervision includes some duties that can be performed best away from the classroom and others that require the presence of the supervisor while learning takes place. His responsibility for courses of study and for research require much work that can be done outside the classroom. His responsibility for methods of learning require a large amount of time in the classroom. Service in the classroom is here designated as classroom supervision. (Pp. 34-35.)"

The author believes, with other recent writers, that the school principal is responsible for classroom supervision, whether he does it himself or enlists the services of a general or a special supervisor.

After three brief introductory chapters dealing with the origin and nature of supervision, its general function and suitable organization, the author attacks his thesis in a chapter entitled "Methods of Visiting the Classroom and Observing Conditions." He contends that the attitude which the teacher has toward the children, their attitude toward her and their attitude toward one another is a reliable index of the work which is going on. These attitudes are relatively permanent, and "there is a high correlation between these relationships and the effectiveness of instruction." (p. 65)

In the evaluation of classroom work the author would have the supervisor focus attention upon the "arrangements for children's learning" which the teacher has made rather than upon her general or specific aims as these are ordinarily conceived. The importance in classroom observation of giving attention to what and how children are learning is given major emphasis all through the book. The "arrangements for learning" are of three types—provisions for study, provisions for drill and provisions for developing social or aesthetic appreciations. The technique of observing and evaluating each of these modes of learning is presented in three successive chapters. Other chapters deal with the learning

process itself, the methods of locating and dealing with classroom problems and the conduct of the supervisory conference.

The final chapter summarizes the elements of supervision and presents a stenographic report of a lesson with an evaluation of it in terms of each of the elements of supervision previously discussed—namely, the relationship between teacher and children, the suitability of subject matter, provisions for learning and the actual learning taking place.

The book is simply and clearly written and the author's thesis consistently developed. It should prove useful to the classroom teacher in planning and checking her own work as well as to the supervisor in her efforts to give that work careful evaluation and constructive criticism. Doubtless it will find a place, also, as a supplementary text in college courses in supervision.

ALICE TEMPLE.

*Children, education and natural science.*—After nine years of experience in universe study with groups of children at Carson College, Flourtown, Pa., and at the Avery Coonley School, Downer's Grove, Illinois, a primary teacher has recently published a book<sup>3</sup> which seeks to promote the development of children through science education. The book is not a text. It is, primarily, "the exposition of an idea" which the author hopes "will find its way to the consideration of the makers of primary school curricula. It offers a plan whereby natural science becomes the core of education for two successive years, and it suggests a way for articulating the work of these years with that of the years which precede and follow. It treats natural knowledge not as a teaching subject but as a force acting through human life, helping to explain it and giving it quality. It states reasons for opening up this experience to children in the primary years."

This book is also designed to be useful in the home; "not as a program which parents will carry out, but as an aid to them in being open and responsive when their children come to them with questions and observations about their universe."

"To the extent that the book addresses teachers, the grade or group teacher rather than the elementary science specialist is

<sup>2</sup>Milo B. Hillegas. *The Elements of Classroom Supervision*. Chicago: Laidlaw Brothers. 1931. Pp. 224. \$1.76.

<sup>3</sup>Bertha Stevens. *Child and Universe*. New York: The John Day Company. 1931. Pp. xxii+249. \$3.75.

thought of because the work of the group teacher has greater opportunity to permeate and motivate the school experience as a whole. The book seeks to give practical, detailed help to the group teacher who desires to include the values set forth. It endeavors to provide subject information in so far as this is needed to bring out the teaching purposes and methods; and the information given has been supplemented with page references to easily available source books and texts which can supply specific needs."

Now, the reviewer, who is a primary teacher, has read this description of universe study with great interest. It is as enjoyable as any novel. The chapters on "The Earth in Space," "The Inside of the Earth," "The Earth's Surface," "The Earth's Atmosphere," and "Beauty and Rhythm" are delightful. While the description is detailed, it is never tiresome.

This book is not only interesting, however, it is unusually beautiful. The forty-eight full page illustrations are all photographs of wondrous charm. They demonstrate, without the text, the author's sincerity and her effectiveness in presenting the thrilling beauty which she has discovered in the universe. And then, when one turns to the text, it is soon evident that the underlying philosophy and the language in which the thesis is stated rival the illustrations in beauty. It is not surprising that children who have experienced these esthetic presentations, and the equally cultural activities which they have introduced, have expressed themselves as did this little boy:

"The mountains stand before my eyes and I could wonder everything. And I think of what nature will make, as I sit and look at the pine trees and the cliff. I wonder where the most beautiful sight in the world is and the most wonderful. I would like to see it again and again. Forever I love the chains of mountains and the wonderful pine trees on the great tops of the great ridges. I love the nature and the spirit of the pine tree. Its sound fills the air with singing. It makes mountain chains more real. What could be the most wonderful thing that I have ever seen?"

The charm of the book is chiefly this. While it is interesting and while it reflects beauty on every page, it is practical and helpful. It does all that it intends to do. There is nothing sentimental about this teacher's work. And

the book is full of valuable informational material. It is rich in content. The author takes time to explain that the course is full and that it is suggestive of the experiences that may be given, rather than a guide to be followed exactly. No group has covered, and no group could cover, in a period of two years, the work outlined here. The author realizes that it is possible to reach the same goal by varied paths. And it is these qualities of variety and of richness which characterize the excellence of the plan.

Of course, not all primary teachers will feel, as does the author, that the work in natural science should form the core of the children's education for two consecutive years. While there can be no question about the richness injected into the lives of the children who have been fortunate enough to have been with this enthusiastic, understanding, and beauty loving teacher for two years; and while there can be no doubt that children who have accomplished the results in the language and the manual arts, which are described here, have received inspiration, knowledge, and skill that will function throughout their lives, many primary teachers will feel that social science should share with natural science the right to be the core of the children's education. But though these teachers may not agree with the author about this, there can be no question concerning the value of the book to every primary teacher. There is real help in it for everyone. The course does not have to be accepted in its entirety for the teacher to find help in the suggestions offered. Most of the experiences are capable of being used with any group of children of the age of the children with whom the author used them. Any primary teacher who reads the book will discover that this is true.

There is just one practice in the procedure of the teacher who wrote this book that is questionable. It is disappointing to find that a person who demonstrates such sincerity and such distaste for anything that is artificial can have her children dramatize, with colored scarfs, such awe inspiring pageants as the rising and the setting of the sun, the rhythmic movements of the other heavenly bodies, and the rainbow. Rhythmic pantomime does not seem a method capable of developing reverence for the cyclic movements of the heavenly bodies and the cosmic system.

The reviewer feels that this book should be a part of the natural science library of every primary teacher. And she recommends it to those who are at work upon the curriculum of the primary school and to parents everywhere. Primary teachers who need inspiration, aids in method, and content for their work in natural science will find this book invaluable. Curriculum makers who are seeking fresh and sincere viewpoints concerning the work in natural science will do well to read *Child and Universe*. And parents who find it difficult to know just what and how much to tell their children about the wonders of the universe in which they live will be relieved to find the solution of some of their problems in this work.

ADA R. POLKINGHORNE,  
*The University of Chicago.*

## PUBLICATIONS RECEIVED

## PRIMARILY FOR TEACHERS

AITKEN, GERALDINE L.

*Music in the Home before Lessons Begin.* New York: Carl Fisher, Inc., 1931. Pp. 1-59. \$1.00.

BURNHAM, WILLIAM H.

*The Wholesome Personality.* New York: D. Appleton & Company, 1932. Pp. vii + 713. \$3.50.

DOBBS, ELLA VICTORIA.

*First Steps in Art and Handwork.* New York: The Macmillan Co., 1932. Pp. xiii + 242.

GOODENOUGH, FLORENCE L.

*Anger in Young Children.* Minneapolis: The University of Minnesota Press, 1931. Pp. v + 278. \$2.50.

PARKER, BERYL.

*The Austrian Educational Institutes.* Vienna and Leipzig: Austrian Federal Publisher for Education, Science and Art. New York: New York University Book Shop, 1931. Pp. 49 + 184.

RAWLINSON, ELEANOR.

*Introduction to Literature for Children.* New York: W. W. Norton & Company. Pp. xiii + 493. \$3.25.

## PRIMARILY FOR CHILDREN

ANDRESS, J. MACE; ANDRESS, ANNIE TURNER,  
ASSISTED BY JULIA E. DICKSON. Illustrated by Marguerite Davis.

*Summer Fun.* Boston: Ginn and Company, 1932. Pp. v + 137. 64 cents.

COMFORT, MILDRED HOUGHTON.

*Peter and Nancy in Europe.* Chicago: Beckley-Cardy Company, 1932. Pp. 3 + 208. 75 cents.

CORDTS, ANNA DOROTHEA.

*The New Path to Reading, Book Four.* Illustrated by Marguerite Davis. Boston: Ginn & Company, 1931. Pp. iii + 361.

LYNCH, MAUDE DUTTON.

*Billy Gene's Play Days.* Boston: Ginn and Company, 1932. Pp. 126. 68 cents.

MARTIN, MARY STEICHEN.

*The Second Picture Book.* Photographs by Edward Steichen. New York: Harcourt, Brace & Company, 1931. \$2.00.

ROBERTS, LYDIA LION, AND PENNELL, MARY E.  
*The Inquisitive Winslow.* Boston: Ginn and Company, 1932. Pp. iii + 302. 76 cents.

TAYLOR, FRANCES LILIAN.

*Adventures in Fact and Fancy.* Chicago: Beckley-Cardy Company, 1932. Pp. 3 + 304. 84 cents.

## April Song

Let you and me and this April day,  
The three of us, up and be away—  
You and me with the young green spring—  
Will follow the wild birds' caroling.  
We will laugh and sing a merry song,  
For youth is good and joy is long.

Let you and me and this day of spring  
The three of us all go gypsying.

Let you and me and this bright spring day,  
The three of us, up and be away—  
The brown road beckons the laughing sky  
To a rare adventure sweet and high,  
Where hide fresh violets new and blue,  
And the April day will follow, too.

Let you and me and this day of spring,  
The three of us all go gypsying.

JOHN C. RITCHIEY.

# AMONG THE MAGAZINES

*Editor, ELLA RUTH BOYCE*

*Mental Hygiene*, published quarterly, prints in its January issue an article by Hugh Crichton-Miller, M. D., on The Home Background of the Pupil. This is a reprint of a paper read by him at the British Conference on Education, in July, 1931. He contrasts the training which is required of teachers with the complete lack of training of parents and realizes the difficulties which the school meets, because of poor home training. Of parents, he says, "their capacity to bring up children is so negligible as to be a danger to the state." Again, he says, "The true educationist must realize that his task is often to try to undo, after the age of five, the harm that has been done the child in the first five, most impressionable years of his life." With a keen realization of the difficulties, he says, "the teacher must do his best," and he gives several points which he considers should be especially stressed. First, "he must teach that life is trustworthy. An incalculable parent may have already taught his child that life is incalculable and that evasion and escape are the policy of safety. The teacher can correct this idea only by being himself entirely trustworthy, completely even in temper, and scrupulously fair." Secondly, there is the child who has a pessimistic attitude due to the same sort of attitude in his home. "The teacher must correct this by teaching that life is on the whole a good proposition and that its challenge is worth facing." The next problem he discusses is that of the child who will work only for a prize, and the last problem is that presented by "the over-mothered child. To him no effort is worth while. He has found all his life that invalidism, incapacity, assumed shyness, diffidence pay." Another difficulty the teacher must meet is that of substituting a contributive attitude for a competitive one." Dr. Miller sees the wider implications of the teaching profession and tells us, "The teacher has two standards to attain: one objective—examination results; the other subjective—culture. He can not scrap the examination system, but he must infuse a maximum of culture, of that intan-

gible something that never pays." He recognizes that "In modern education there must be room for things that are not objective, things difficult to mark, that will never gain a 'credit' in a public examination." He believes that the teacher must also be mindful of the deeper relationships of the child, that is, must realize that they have "a mating destiny" and also that they need help "in their adjustment to the Infinite." While this call to higher service on the teacher's part is based on recognized limitations in the home, it demands of him a thorough dedication of self. Meeting the needs of the child as here presented, the teacher himself must surely rise to heights as yet seldom attained. Finally, "The true educationist must help children to meet with disaster. The child must learn to make contribution without compulsion, to enjoy freedom without license, and to find serenity without complacence."

In the same journal, *Mental Hygiene in the Schools*, an article by Dr. William H. Burnham, delivered in 1912, is reprinted. The reason given for such a reprint is that it is still of interest and historical value and also as a tribute to him on his seventy-sixth birthday. He recognizes the complexity of the problem which confronts any effort to determine the conditions of healthful mental activity but he believes that psychology is of great assistance in trying to solve it, and that it has shown certain laws and suggested fundamental principles. Of these he says, "Some of these may be formulated tentatively and briefly:

1. "The most primitive and fundamental mental function is attention. The ability to concentrate on the present, forgetting the past, except so far as vitally related to the present, and ignoring the future, except as it forms a part of the present, is so important for mental health that the degree in which one can concentrate upon the present is a test of mental health and sanity."

2. The second fundamental thing in psychology is the law of association with its principle of the need of "orderly association in our thinking for the integrity of mental health."
3. "The third great principle of mental hygiene is that of normal reaction to feeling and emotion. Repression of an emotional impulse to react disorganizes, disintegrates, and demoralizes."
4. "The fourth fundamental principle of mental hygiene is the proper alternation of periods of work and rest."
4. "A greater flexibility in the organization of the school.
5. "A different emphasis in the preparation of teachers.
6. "A building designed and equipped for an integral educational program.
7. "Specialization that contributes to the growth of the whole child.
8. "Supervision integrated through the principal's leadership.
9. "A more effective coordination of the science and philosophy of education."

Under each of these points illustrations are given with full discussion, especially of the failure of the school to do all it might for the establishment of good mental hygiene habits. He blames much of the failure upon what he feels is a false pedagogy built on an obsolete psychology. He says, "We have exalted the value of doing disagreeable things in education; of exercising the so-called voluntary, but really imperfect attention; of doing important things at as early an age as possible; of remedying nature's defects by an all-round symmetrical training; and, in general, of doing what children do not like and are not fitted to do." He points out that the future inmates of our insane asylums and reformatories are today in our schools and says, "The charge against the school by the modern hygiene of instruction is not so much that the school directly injures the health of the children, but rather that it neglects the opportunity to foster health."

*Educational Method* in its February issue has as its first article one by J. Cayce Morrison, Assistant Commissioner for Elementary Education in the State of New York, entitled *Next Steps in Improving Elementary Education*. He tells first of the many attempts to improve elementary education and asks "which of these pioneer enterprises we may hope will be embodied in the general program everywhere." He presents his idea of next steps under nine headings as follows:

1. "Emphasis upon the principles rather than the device of method.
2. "Guidance of pupil purposes rather than prescription of pupil effort.
3. "An increasing utilization of children's interests and experience in curriculum revision.

Each of these points is discussed and illustrated. In summary he says that the first quarter of the present century has been a time rich in the gathering of factual material—research, tests, objective measurements, and a great mass of facts has been acquired. To quote, "Never before were so many data available, and probably never before was so small a percentage of the available knowledge utilized." He writes next of the inevitable reaction and of those who wish no standards, who decry all attempts at measurement. But he believes that it is only by the application of all possible means in the study of the individual child that the elementary school will realize its destiny to "determine the attitudes, the feelings, the action of succeeding generations of adults."

In the same journal, *The Retarded Child* is discussed by Joseph Miller, Director of Guidance in the schools of Wilkes-Barre, Pa. This article with its surprising conclusions is the report of a special study made in the schools of his district. Forty-eight children, assigned to special classes, were studied in detail and are here presented. We will quote only his conclusions, which should be stimulating to further study in this field.

1. The definitely feeble-minded children do not profit under any methods which a special class can offer.
2. The children otherwise handicapped could be taken care of along with the 'average' child if the grouping were more flexible, the tasks more individualized, and the class achievements were less standardized. Consequently, when progressive educational methods become more widely used in public schools there will be, no place for special classes.

3. From the mental hygiene point of view segregation into 'dummy' classes is most undesirable. These children are branded for life as mentally deficient. Their emotional difficulties are increased.
4. In the school systems where, under the present organization, standardized group methods have to be used, the best solution seems to lie in tutoring classes.

Such classes are now in operation in Wilkes-Barre. They take no definitely feeble-minded children, nor do they accept behavior cases. Children from the first and second grades only are admitted because their chief purpose is prevention, and their goal is stated to be "the emotional and academic adjustment of every member so that he may be fitted for the work in the regular classes." This is a hopeful and suggestive solution of one of the great difficulties of public schools.

*Progressive Education* for January has a description of the present Avery Coonley School building in Downers Grove, Illinois, written by Lucia Burton Morse under the title *The School Building Articulates With Education*. It is illustrated by a number of attractive photographs which give some idea of its distinctive features. Miss Morse tells us that this is the fourth attempt by Mrs. Coonley to work out her educational ideals, architecturally. Her description of the conditions which are producing a changed attitude toward school buildings is interesting. "It would be difficult to determine what was first responsible for the realization of the part the school building must play in the wholesome, all-round life of the child. The new psychology had its part; better understanding of mental, physical, and social hygiene prompted many changes; the demands of a revised curriculum contributed to the new urge. It would possibly not be amiss to lay the original impetus toward buildings adapted to real education at the door of the kindergarten which first demanded space and informality. This extended to the primary school. Then the era of other specialists began; there must be proper ventilation, light-

ing, opportunity for physical activity; there must be sanitary cloak rooms, numerous toilet and wash rooms, movable desks, a shop, or a library." An architect is quoted as saying he has come to see that a school "must be an environment for living."

In this same issue, Burton P. Fowler writes on *Progressive Education Enters a Second Phase*. He lists five characteristics of a progressive school as follows: "One that has consideration for the physical, mental, and emotional characteristics of an individual child and develops a procedure that will guarantee him a chance to learn with success and Happiness. One that enables a competent individual to live and work cooperatively with his associates. One that provides a type of teaching that guides but does not dominate, that sets the stage for purposeful self-directed activities. One that provides many opportunities for doing and creating in materials, music, writing, and human relationships. And, finally, one that keeps parents close to the school." One wonders if there is any significance to the fact that the term progressive schools is uncapitalized. He suggests five ways by which these principles can become more widespread in education.

1. By discovering the progressive units that now exist.
2. By encouraging sane experimentation.
3. By preparing more teachers who actually see education as child development.
4. By emphasizing this same principle wherever educational ideas are exchanged and professional zeal stimulated.
5. The work of the Committee on the Relations of Secondary Schools and Colleges.

This committee is operating under a grant from the Carnegie Corporation and has as its aim "to inject a new vitality into the education of adolescents." As a part of the program of the Progressive Education Association, he speaks of the demonstration to be given this coming summer at Syracuse "where progressive methods with typical groups of public school children was last year so strikingly successful."

The ancestor of every action is a thought.—EMERSON.

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# RESEARCH ABSTRACTS

*Editor, ELIZABETH MOORE MANWELL*

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*How Babies Learn to Sit, to Stand, and to Walk.*—Nursery school teachers will be particularly interested in a new monograph from the University of Minnesota on the postural and locomotor development of a group of twenty-five babies under the age of two years.<sup>1</sup>

This report is a part of a larger study, as yet not complete, which has the following aims:

- (1) to trace the course of development of mental and motor processes over a two year period in a group of twenty-five babies
- (2) to discover whether personality traits and habits are transitory or constant during the first two years
- (3) to get an integrated picture of the development and of the behavior traits of each child
- (4) to have such physical, anthropometric, and psychological data on each baby that each might be used to supplement and explain the results of the other

The group was selected largely through the cooperation of obstetricians who were interested in the project. The children's mothers were visited before the periods of confinement, and their consents obtained to arranging to examine the babies daily while the children were in the hospital and once a week during the first two years at home. Their agreement was also obtained to keeping certain records, each on her own child. Most of the children selected were second-, third-, and fourth-born. The occupations of the fathers were above the average of the general populations, 5.4 per cent being in the professional class, 6.3 per cent in the managerial class, and 37.5 per cent being salesmen and dealers.

Each examination was made by a psychologist and a pediatrician, and each took place in the home, under natural conditions, except during the post-natal period when the child

was in the hospital. The instruments and toys, and some of the equipment were taken by the examiners from house to house by automobile.

The results are given as the combined records of the regular examinations, incidental reactions as they occurred during the examinations, and the mothers' records.

In this study many tables are given of the median age of the group when various motor skills occurred. For example, the median age for beginning to creep was found to be 44.5 weeks, for sitting alone, 31 weeks, and for standing alone 62 weeks. It was found that half the group began to walk at 64 weeks. "Parents are likely to except the transition from walking with help to walking alone to take place within a few weeks. Quite to the contrary, this is usually a long, drawn-out period, and the efforts of parents to hasten or retard it are usually without avail."

It was found that in general there was a certain amount of orderliness in the sequence of the development of the locomotor skills, which preceded for each child in somewhat the following order: chin up, chest up, stopping, sit on lap, sit alone momentarily, knee push or swim, rolling, stand with help, sit alone one minute, some progress on stomach, scoot backward, stand holding to furniture, creep, walk when led, pull to stand, stand alone, walk alone. The development of motor skills in these babies was found not to be haphazard, but followed an orderly plan: "in its broad aspects the pattern is inflexible, but in its detail it is modifiable to suit the individual capacities of each baby." "And while there are many stages in the order of development, with rare exception all babies go through each stage."

The author also states that in general the thin, muscular babies, and small-boned babies walk earlier than short, rotund babies and exceedingly heavy babies. . . . Individual idiosyncrasies in rate of motor development and in delight in activity, which are relatively constant, probably have their origin in permanent physical factors and in such predisposi-

<sup>1</sup>Shirley, Mary M. *The First Two Years: A Study of Twenty-Five Babies*. Vol. I. Postural and Locomotor Development. Minneapolis: The University of Minnesota Press. 1931. Pp. xv+227.

tion to motor skill as may later develop into athletic ability and mechanical skill. Gross motor skill may well be a talent that has its source in genes and its seat in obscure physiological mechanisms, as does musical and artistic talent."

Only a small relationship was found to exist between locomotor skill and intellectual attainments in these babies.

In analysing the play behavior of these babies it was found that they played at the level of their motor ability and strength and not below or above it. They used newly acquired skills and quickly gave up those they had outgrown. "It is safe to say that babies never spontaneously try anything they are not perfectly competent to do. Unlike adults they do not overtax their powers and parents are probably safe in allowing the baby to do whatever he wishes," as long as he is in a safe playroom, with out surrounding sources of danger. The point is made that babies need opportunity for vigorous spontaneous exercise, that play on a kiddy-car or baby swing is not likely to harm the child unless he is left there longer than fifteen or thirty minutes at a time, and that fifteen minutes or so of vigorous romping with an adult is enough at one time. "If adults have to be entertained by the baby for longer periods (for in reality the baby is the host and the adults are the guests at such frolics), they should put the baby on the floor and content themselves with observing his spontaneous antics."

The general point of view of Dr. Shirley seems to be that while motor skill depends to a very large scale upon physiological and neural development, and while training cannot be forced, yet it is right for adults in charge of young children to give them plenty of opportunity to exercise their skills as soon as they are ready.

*What Sounds are Most Difficult for Young Children to Form?*—A contribution of basic importance to our understanding of the appearance and development of speech sounds among young children is offered by the Iowa Child Welfare Research Station in the monograph just appearing.<sup>2</sup>

The methods here used was the testing of the child's ability to produce the sounds of the

<sup>2</sup>Wellman, Beth L., Case, Ida Mae, Mengert, Ida Gaarder, and Bradbury, Dorothy E., *Speech Sounds of Young Children*. Iowa City: University of Iowa Studies in Child Welfare. Vol. V, No. 2. 1931. Pp. 82.

English language by securing verbal responses through questions and the use of pictures and toys. The questions were so planned that the child's answer would contain certain words not used by the examiner. The method was planned to meet the following requirements:

1. To elicit spontaneous speech, without an adult model.
2. To permit indirect guidance of the child's response.
3. To provide occasions for testing the sounds in their various positions.
4. To test all the sounds within a comparatively short period.
5. To give all children an equal opportunity to produce the different sounds.
6. To record the speech responses of the child in such a way that the interpretation would be indisputable. (For this reason all the words were recorded in phonetic symbols.)

Toys were at first used to elicit the speech from the child, but these were later discarded in favor of pictures because it was found that the children often became so actively interested in the play with the toys that it was harder to direct their conversation to test all sounds. Therefore a set of sixteen pictures mounted on cards, six by nine inches were used. The conversation with the children was somewhat informal, depending upon the response of the child who was being tested. If the desired response was not given at the first stimulus more stimuli were given, but if the sound was not brought out in any of the responses it was left to another period of testing. The number of interviews thus depended on the child's response and the examiner's success in obtaining the sounds to be tested. The usual length of time for each interview was from six to eight minutes, and the complete time for each child was from fourteen to eighty minutes, being longer for the younger children.

The subjects were 204 children from two to six years of age who were attending the preschool laboratory of the Iowa Child Welfare Research Station. The data were collected over the course of two years. One hundred and thirty-three sounds were tested.

The test thus developed was found to have high reliability and to furnish a technique which will lend itself readily to further research in this field.

As was to be expected, there were significant age differences in the number of sounds given correctly. It was found that at three years of age the children in this study could give correctly eighty-three per cent of the diphthongs, seventy-five per cent of the vowels, sixty-eight of the consonant elements, and fifty-two of the consonant blends. By the age of five years the children had attained much more perfection. There was a wide variation in the difficulty of the different sounds. The sounds that were given correctly by less than 50 per cent of the children were "th" (as in both), "th" (as in breathe), "thr" (as in thrush), "nd," "skr," and "lk." Final sounds were harder for the children than initial or medial sounds.

While the girls tended to be superior to the boys on the consonant elements, on the vowels no definite conclusions as to sex differences could be made.

It was found that substitutions constituted the highest percentage of errors involving consonants. There was a tendency for the proportion of omissions to decrease with age and for inconsistencies to increase with age.

No relationship was found between speech sounds and introversion ratings, size of vocabulary, or number of older children in the family.

There was a significant relationship between the results of the tracing-path test of motor control and the total number of speech sounds correct, and also between the perforation test and the total number of sounds correct. However, since the scores on both the tracing path and the perforation tests are highly correlated with age, it may be that the relationships between these tests and speech ability would be lower if the comparison were made within a narrower age range.

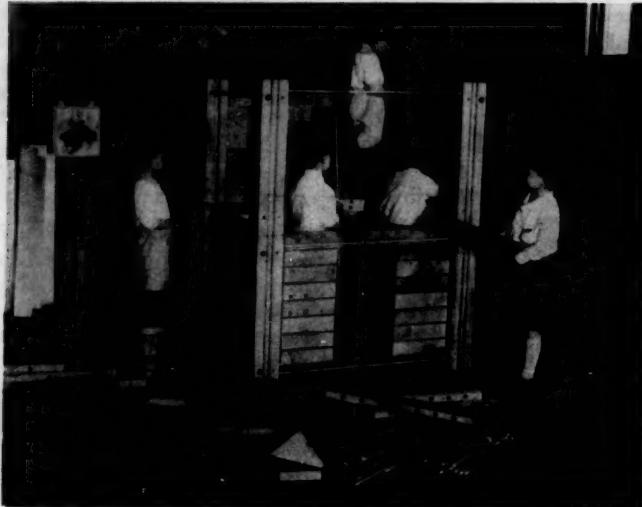
Studies of this sort, while highly technical and involving special technique, have great importance to the teacher and the parent. They point out the need for careful understanding of the child's speech development, indicating as they do the average course of the development of speech sounds in young children. Such study will safeguard the child from too hasty adult interference with his early difficulties, for it is clear that if a child is soon to outgrow some speech inaccuracy it is foolish to try to hasten or interfere with his normal growth. On the other hand, use of this test would help the educator of a young child to

find out whether a given speech difficulty that he may have is persisting longer than one would expect at his age, and might therefore indicate the need for some expert attention. We are only beginning to realize how significant for the social and intellectual well-being of the individual is the development of normal and easy speech.

*How Do Young Children Differ in Play Interests?*—The work of Lehman and Witty upon the play interests of young children is well known to teachers. Dr. Witty<sup>3</sup> has just published a further study with the following problem in view: What are the characteristic features of the nature and behavior of four types of deviates in play, (1) those who play an inordinate amount, (2) those who play very little, (3) those who engage in a conspicuously large number of social activities, and (4) those who engage in few activities with young children. The groups selected for this study were drawn from 5,000 children in the fifth and sixth grades of the Kansas City schools.

One of the most interesting results of this study is the comparison made between the play interest scores of these children and their trait ratings by their teachers. The writer found conspicuous and significant differences between the ratings of the behaviors of the children in the versatile and non-versatile, and the social and non-social groups. He discovered that the versatile and social children were not ranked by their teachers as being the most well-adjusted. "Collectively these data suggest that non-social children are not inferior to moderately or extremely social children in the adjustment which they effect to life's situations. Indeed, when *other things are approximately equal* (notably grade, CA, MA, and Educational Age) non-sociability is a salutary tendency. The writer realizes that these data must be corroborated by research extending over many years before one is justified in generalization. . . . It seems . . . that one should not encourage indiscriminate sociability if one desires the most wholesome development of the growing child. It appears to be the kind of social contacts made, not the number, which should be of great concern to the person in charge of the guidance of children."

<sup>3</sup>Witty, Paul Andrew. *A Study of Deviates in Versatility and Sociability in Play Interest*. New York: Columbia University. Teachers' College Contributions to Education No. 470. 1931. Pp. 56.



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